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Service Paper

AN ANALYSIS OF ENGLISH WORKBOOKS IN THE FIFTH GRADE

Submitted by

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(Bachelor of Arts, Atlantic Union College, 1942)

In partial fulfillment of the requirement for the
degree of Master of Education

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Boston University
School of Education

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Second Reader: Dr. Helen A. Murphy, Assistant Prof. of Ed.

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CHAPTER I

Introduction

Many textbooks of today do not give enough practice exercises so that the teacher may provide for all individual differences. In order to be an efficient student of English we must have the language skills so well in hand that they become automatic. Some pupils can absorb new material readily. The slow-learning students may need several times the amount of practice that the others require in order to have an acceptable degree of achievement. Periodic review is necessary for all.

As a result of the foregoing facts the writer has become interested in the field of language skills. The purpose of this study is to so analyze the more popular English workbooks of today so that the fifth-grade teachers may, after a diagnostic test covering language usage at the beginning of the year, intelligently and expertly choose the most suitable workbook for each individual pupil in the room.

CHAPTER I

Introduction

Many textbooks of today do not give enough practice exercises so that the teacher may provide for all individual differences. In order to be an efficient student of English we must have the language skills as well in hand that they become automatic. Some pupils can absorb new material readily. The slow-learning students may need several times the amount of practice that the others require in order to have an acceptable degree of achievement. Periodic review is necessary for all.

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CHAPTER II

SUMMARY OF PREVIOUS RESEARCH

Research work has been carried on in textbooks since 1850, when English texts from 1750 to the middle of the nineteenth century were analyzed.

Crawford[1] discovered that the common content and emphasis did not coincide in workbooks and language texts, and that therefore the language results could not be looked for as great. As a matter of fact that might be very discouraging.

McGaughy[2] states that "Orthography as a separate subject has almost disappeared from the elementary school. Formal grammar as a subject is generally found only in the higher grades and sometimes not at all."

Leonard[3] and Eurich, and Bushnell[4] specify that grammar today is a guide rather than the basis for language usage. Fee[5] maintains that "The correlations of a knowledge of grammatical principles with accuracy in free writing reveal consistently higher coefficients when either the intelligent quotient or mental age is held constant."

---

1. J. R. Crawford, "The Drill Content of Certain Practice Exercises in Language." (unpublished Master's thesis, University of Iowa, 1929)

2. J. R. McGaughy, An Evaluation of the Elementary School, (New York: Bobbs-Merrill Company, 1937), p. 123

3. J. P. Leonard and A. C. Eurich, An Evaluation of Modern Education, (New York: D. Appleton-Century Company, 1942)

4. Paul P. Bushnell, "An Analytical Contrast of Oral with Written English", (unpublished Doctor's dissertation, Teacher's College Columbia University, 1930)

5. Mary Fee, "Functional Grammar and Its Relation to Correct English Usage", (unpublished Doctor's dissertation, University of Kansas, 1940), p. 94

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Research work has been carried on in textbooks since 1920, when English texts from 1750 to the middle of the nineteenth century were analyzed.

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1. W. H. Crawford, "The Drill Content of Certain Practice Exercises in Language." (unpublished Master's thesis, University of Iowa, 1929)

2. J. S. McLaughlin, An Evaluation of the Elementary School. (New York: Sobbs-Merrill Company, 1937), p. 163

3. W. F. Leonard and J. G. Burton, An Evaluation of Modern Education. (New York: D. Appleton-Century Company, 1936)

4. Paul F. Sanford, "An Analytical Contrast of Oral with Written English". (unpublished Author's dissertation, Teachers College Columbia University, 1930)

5. Mary Ker, "Functional Grammar and Its Relation to Correct English Usage", (unpublished Author's dissertation, University of Kansas, 1930), p. 98

Contrarily Segal and Barr[6] say that "formal grammar has no immediate transfer value so far as applied English grammar is concerned. Substansiating this Barghahn[7] reveals that "Instruction in diagraming results only in a significant increase of skill in diagraming itself."

Again on the positive side of the question Schindhelm[8] found that "Apparently a course of study which recognizes the value of skill on language skills is a great step in educational progress for rapid learning accompanies drill."

Van Brussel[9] found that there was a high degree of similarity in the list of skills for which various texts provided. "On the whole, the subject matter has been prepared with the aim of making self-expression possible by furnishing the pupil ample opportunities and things in which he is interested and in respect to which he has actual experience. Kane[10] found the functional type of teaching superior to the drill method. Leonard[11] states that "The results of the practice exercises are statistically convincing in the tests and in the compositions. The results show that the pupils taught by the sue of the practice materials did almost

---

6. D. Segal and N. R. Barr, "Relations of Achievement in Formal Grammar to Achievement in Applied Grammar", Journal of Educational Research, XVI (December, 1926), 401, 402

7. Kenneth, Barghahn, "The Effects of Sentence Diagraming of English Usage and Reading Comprehension", (unpublished Master's thesis, University of Iowa, 1940), p. 35

8. Margaret Schindhelm, "The Improvement of the Originality of Written Composition Through a Remedial Program in Grades Five and Six", (unpublished Master's thesis, University of Iowa, 1940)

9. Anna, Van Brussel, "An Analysis of the Content of Six Language Texts for Fifth and Sixth Grades", (unpublished Master's thesis, University of Iowa, 1929), p. 96.

10. Marion Kane, "A Comparative Study of Two Aspects of English Teaching", (unpublished Master's thesis, Ohio State University, 1940), p. 75

II. John Paul Leonard, "The Use of Practice Exercises in the Teaching of Capitalization and Punctuation", (unpublished Doctor's dissertation, George Washington University, Washington, D. C. 1930), p. 47

Gedzelsky[6] and Jerr[7] say that "formal grammar has no immediate transfer value so far as applied English grammar is concerned." Mahlmann[8] and Van Bergeijk[9] conclude that "Transposition in diagramming results only in a significant increase of skill in diagramming itself."

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6. G. Gedzelsky and H. H. Jerr, "Relations of Achievement in Formal Grammar to Achievement in Applied Grammar", Journal of Educational Research, XVI (December, 1927), 402, 403.

7. Kenneth Harrington, "The Effects of Sentence Diagramming of English Prose and Its Effect Composition", (unpublished Master's thesis, University of Iowa, 1940), p. 35.

8. Margaret Mahlmann, "The Improvement of the Originality of Written Composition Through a Special Program in Grades Five and Six", (unpublished Master's thesis, University of Iowa, 1940)

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10. Marion Kane, "A Comparative Study of Two Aspects of English Terminology", (unpublished Master's thesis, Ohio State University, 1940), p. 75

11. Ruth Ida Dressel, "The Use of Problems Provided in the Teaching of Capitalization and Punctuation", (unpublished Master's thesis, George Washington University, Washington, D. C. 1939), p. 84

twice as well in eliminating the eleven errors on their compositions as did those pupils who were taught by the methods used in the control group." Connelly[12] recommends remedial practice cards on the basis of drill on error being the only way to correct it.

Haycock[13] used the Pribble-Brezler Practice Cards in English with controlled and regular classes in fifth and sixth grades and found that they aided in the general elimination of all language errors and has reason to believe that the improvement was of a permanent nature.

Dunn[14] found that the six errors pointed out by standardized tests were (1) confusion of was and were; (2) confusion of to, too, two; (3) confusion of good for well; and (6) confusion of our for are. She states that "It is not part of the present study to criticize the attempts to improve the English of the pupils through the teaching of formal grammar, or technical grammar. It is obvious, however, that this study does cast some doubt upon the efficiency of that method of procedure. Obviously the study does point out the need of very specific work directed toward the elimination of the individual errors of each child."

Dawson[15] found that of 342 countrywide schools about half of them used English texts and half did not. Those using workbooks with the text used them only as needed; individually about 40% following this plan.

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12. Mary Elizabeth Connelly, "A Remedial Drill for Correcting the Language Errors of Children", (unpublished Master's thesis, Boston University, Boston, Massachusetts, 1926)

13. Bernadine Janney Haycock, "The Use of Practice Material to Eliminate Language Errors, (unpublished Master's thesis, George Washington University, Washington, D. C., 1934)

14. Alice Dunn, "The Number of Separate Language Errors Attaching to an Individual Child", (unpublished Master's thesis, Boston University, Boston, Massachusetts, 1936), p. 106

15. Mildred Dawson, "Elementary School Language Textbooks", Elementary English Review, 16:31-38, January, 1939

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Dawson[15] found that of 382 county-wide schools about half of them used English tests and half did not. Those using workbooks with the tests used them only as needed; individually about 10% following this plan.

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12. Mary Elizabeth Connally, "A Remedial Drill for Correcting the Language Errors of Children", (unpublished Master's thesis, Boston University, Boston, Massachusetts, 1929)

13. Bernadine Janney Haycock, "The Use of Specific Material to Eliminate Language Errors, (unpublished Master's thesis, George Washington University, Washington, D. C., 1930)

14. Alice Dunn, "The Number of Standard Language Errors Adapting to an Individual Child", (unpublished Master's thesis, Boston University, Boston, Massachusetts, 1930), p. 100

15. Mildred Dawson, "Elementary School Language Textbooks", Elementary English Review, 1:31-36, January, 1932

The South used more workbooks than any other section. They were commonly used where there were no texts for the children. The Mid-west would use workbooks if finances permitted. There is a tendency to use workbooks if there is no adopted text. Of those that use texts fewer than half use workbooks.

In Keirnes'[16] study the teachers made the following suggestions for the improvement of English Tests: addition of oral and written composition topics used most frequently in life outside of the classroom; more practice and drill exercises; a great variety of games and tests; more good poetry, quotations, modern stories, and literary selections; a complete manual of teaching devices; workbooks for pupils; use of simpler language and better organization in the texts used by children.

William C. French[17] published the first workbook of any sort in Drumwright, Oklahoma in 1920. This beginning was a spelling workbook which was followed a few years later by English and History workbooks. The books were made to be used so that they could sell and disappear and be bought again the next year. Dr. French was trying to make enough money to put his family through school. Having taught school for a number of years and at that time being a superintendent of schools; he knew what teachers could use, and he gave it to them in a form which won instant approval. Three editions were sold in the first year of its publication.

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16. G. E. Keirnes, "Teacher's Estimates of Elementary English Textbooks", Elementary English Review, 282, November, 1938

17. Personal interview with William C. French, Ph. D., Professor of Education, George Washington University, Washington, D. C., 1947

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16. G. W. Fairman, "Teacher's Estimates of Elementary English Textbooks", Elementary English Review, 2:2, November, 1925.

17. Personal interview with William C. French, Ph. D., Professor of Education, George Washington University, Washington, D. C., 1941

Because today we have workbooks for every subject and because we find it necessary to choose the best, in many subjects, the writer is making the study of the English workbooks of today so that teachers may select the workbook best suited to the needs of the pupils either individually or collectively. Due to the recorded differences of opinion of method, texts, and the desire to achieve maximum profiency in ability, it would appear advisable for every English teacher to weigh carefully the contents of texts and workbooks before presenting them to his class for use.

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CHAPTER III

TECHNIQUE USED IN AND RESULTS OF STUDY

At the commencement of this study the writer wrote to the following companies for copies of their fifth grade English workbooks: The Macmillan Co., American Book Co., Row Peterson and Co., Scott, Foresman and Co., Ginn and Co., The John C. Winston Co., Charles E. Merrill Co., Houghton Mifflin Co., Allyn and Bacon Co., Odyssey Press, Silver Burdett Co., and D. C. Heath and Co. Of these The John C. Winston Co., Odyssey Press, and the Silver Burdett Co. were unable to supply the desired workbooks.

The following eleven books were selected for the study:

1. D. S. Burleson, L. Cash, A. L. McCorkle, Adventures in Language, Fifth Grade, (New York: Allyn and Bacon, 1946)

2. M. R. Trabne, Building Good Language Habits, Fifth Year, (New York: Charles E. Merrill Company, 1936)

3. C. A. Betts, H. A. Greene, M. L. Arey, Daily Drills in Language Skills, Grade Five, (New York: Row Peterson and Company, 1943)

4. R. L. Lyman, R. I. Johnson, M. V. Bear, Directed Language Practice, Grade Five, (New York, Ginn and Company, 1934)

5. P. H. Deffendall, Elementary English Workbooks, Book Three, (New York: The Macmillan Company, 1932)

6. Mary Browning, Miriam M. Walsh, English Practice Book, Grade Five, (New York, American Book Company, 1933)

7. Editorial Staff, American Education Press Inc., My Progress Book in English, Number Five, (Columbus, Ohio: Charles E. Merrill Company, 1942)

APPENDIX IV

TEXTBOOKS USED IN THE ENGLISH SURVEY

At the commencement of this study the writer wrote to the following concerns for copies of their fifth grade English workbooks: The Macmillan Co., American Book Co., Ginn Ferguson and Co., Scott, Foresman and Co., Ginn and Co., The John C. Winston Co., Charles E. Merrill Co., Houghton Mifflin Co., Allyn and Bacon Co., Odyssey Press, Silver Burdett Co., and D. C. Heath and Co. Of these the John C. Winston Co., Odyssey Press, and the Silver Burdett Co. were unable to supply the desired workbooks.

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2. M. R. Trabue, Building Good Language Habits, Fifth Year, (New York: Charles E. Merrill Company, 1930)

3. C. A. Zaiss, E. A. Greene, M. I. Arey, Daily Drills in American Skills, Grade Five, (New York: New Horizons Ann Company, 1943)

4. E. L. Lyman, R. L. Johnson, M. V. Hoar, Lessons Language Practice, Grade Five, (New York, Ginn and Company, 1942)

5. F. M. McFarmahill, Elementary English Workbook, Book Three, (New York: The Macmillan Company, 1932)

6. Mary Brooking, Hilda M. Walsh, English Practice Book, Grade Five, (New York, American Book Company, 1933)

7. Editorial Staff, American Education Press Inc., My Progress Book in English, Grade Five, (Columbus, Ohio: Charles E. Merrill Company, 1942)

8. W. W. Hatfield, E. E. Lewis, A. A. Dines, Practice Activities in English, Grade Five, (New York: American Book Company, 1936)

9. R. W. Bardwell, E. M. Falk, J. C. Tressler, Practice Book - Exchanging Thoughts, Grade Five, (New York: D. C. Heath Company, 1940)

10. F. H. Bair, E. A. Neal, I. Foster, O. P. Storm, Practice Steps in English, Book Three, (New York: The Macmillan Company, 1941)

11. Paul McKee, Annie McCowen, Writing From Experience, Grade Five, (New York: Houghton Mifflin Company, 1942)

In grading children's papers one point is usually given for each chance to perform. That is, in writing a sentence in which punctuation is the thing for which one is performing the exercise, one point would be given for each mark of punctuation. In like manner if a child was practicising upon the construction of simple sentences, compound sentences, and complex sentences, then, only one point would be given for each entire sentence written correctly. Taking this teacher-marking system into consideration, the writer divided each page into points for each subject as a teacher would do.

In general when using abbreviation practices, the points are earned, one for each correct abbreviation written, although in some instances the word corresponding to the abbreviation is written instead of the abbreviation.

Adjectives and adverbs are treated alike. One point being given for each adverb or adjective recognized correctly or, filled in, in its correct form, in a blank.

Alphabetizing refers to each word put in its correct order as is found in the dictionary, or to each word placed in its correct third

8. M. W. Matthews, C. E. Lewis, M. A. Pines, Practice Activities in English, Trade Five, (New York: American Book Company, 1950)

9. A. W. Cardwell, T. S. Fair, L. C. Crossley, Practice Book - Exercises in Thought, Trade Five, (New York: D. C. Heath Company, 1940)

10. F. M. Hale, E. A. Tyler, I. Tooker, G. P. Shera, Practice Steps in English, Book Three, (New York: The Macmillan Company, 1941)

11. Paul Hayes, Annie McCrown, Writing From Experience, Trade Five, (New York: Houghton Mifflin Company, 1949)

In reading children's papers one point is usually given for each change to perform. That is, in writing a sentence in which punctuation is the thing for which one is performing the exercise, one point would be given for each mark of punctuation. In like manner if a child was practicing upon the construction of simple sentences, compound sentences, and complex sentences, then, only one point would be given for each, while responses written correctly. Taking this teacher-marking system into consideration, the writer divided each para into points for each subject as a teacher would do.

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Alphabetizing refers to each word put in its correct order as is found in the dictionary, or to each word placed in its correct alphabetical

of the alphabet or under the correct key-words.

Antynonyms, homonyms, and synonyms are treated similarily. One point is earned for each word in its proper blank in a sentence.

Apostrophes, hyphens, capitalization, quotation marks, and punctuation exercises are alike -- one point being given for each mark of punctuation which must be inserted, taken out, or underlined correctly.

Dictionary practice points are secured by defining a word, or putting pronunciation marks and sylabbification marks in it correctly. If the exercise is simply pronunciation, then one point is earned for each word pronounced correctly, either alone or used correctly in a sentence.

Points in letter writing may be earned by the whole composition being written correctly, addressing an envelope, or by writing a part of the letter in its proper form and position.

Negatives, nouns, pronouns, plurals and verbs are treated alike. Either a blank is provided to be filled in or words are to be underlined in sentences. At times, choices are given and the wrong ones are crossed out. One point is earned for the total correct answer in each case.

In paragraph reading, when sentences are to be answered after the reading then one point is given for each correct answer and it is classed in the figures and tables under reading. If, however, the paragraph is to be read or titled, then one point is given for each paragraph and for each title. Similarly, each line or verse of poetry receives one point, as does each rhyming word. Poems that are to be read for an oral reading exercise are classed with this group and receive only one point.

Spelling exercises call for the correct spelling of each word after it has been learned for the regular list. In a very few cases the words

of the alphabet or under the correct key-word.

Antonyms, homonyms, and synonyms are treated similarly. One point is earned for each word in its proper blank in a sentence.

Apostrophes, hyphens, capitalization, punctuation marks, and multiplication exercises are alike -- one point being given for each mark of punctuation which must be inserted, taken out, or underlined correctly.

Dictionary practice points are earned by defining a word, or putting pronunciation marks and syllabification marks in it correctly. If the exercise is simply pronunciation, then one point is earned for each word pronounced correctly, either alone or used correctly in a sentence.

Points in letter writing may be earned by the whole composition being written correctly, addressing an envelope, or by writing a part of the letter in its proper form and position.

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Spelling exercises call for the correct spelling of each word after it has been learned for the regular list. In a very few cases the words

have to be inserted in sentences according to definition.

Topics were self-explained. The exercise usually called for an oral exercise of looking up material and reporting correctly on it. It could be an exercise in Indian sign writing or a summary report of a trip, etc.

Review exercises combine punctuation, verbs forms, adjectives, adverbs, pronouns, etc., in sentence form. The correct form to be underlined on the wrong ones crossed out. One point is given for each correct form.

The catagories were evolved by the process of elimination of all possible catagories according to the construction of the books, making them as near alike as possible for the purposes of comparison.

Each workbook was analyzed according to the number of chances available in the book to perform in learning the following: abbreviations, adjectives, adverbs, alphabetizing, antynonyms, apostrophe, capitalization, dictionary work, homonyms, hyphen, letter writing, negatives, nouns, paragraphs, plurals, poetry, pronouns, pronunciation, punctuation, quotation marks, reading, review, sentences, spelling, story, subject-predicate, synonyms, topics, and verbs. Figures 1 - 11 show the results of these individual investigations.

From these graphs the figures were grouped into comparative graphs showing the treatment of each catagory in each book. Only those subjects in which at least three books gave work were reported in this manner.

These workbooks represent 18,803 chances for the boys and girls to learn something in English from their aggregate 1143 pages.

have to be inserted in sentences according to specification.

Tasks were self-explanatory. The exercise usually calls for an oral exercise or looking up material and reporting correctly on it. It could be an exercise in Indian city writing or a summary report of a trip, etc.

Review exercises combine punctuation, verbs forms, adjectives, adverbs, pronouns, etc., in sentence form. The correct form to be underlined on this group once crossed out. One point is given for each correct form.

The categories were evolved by the process of elimination of all possible categories according to the construction of the books, making them as near alike as possible for the purposes of comparison.

Each workbook was analyzed according to the number of exercises available in the book to perform in learning the following: abbreviations, adjectives, adverbs, alphabetizing, antonyms, apostrophe, capitalization, dictionary work, homonyms, hyphen, letter-writing, negatives, nouns, paragraphs, plurals, poetry, pronouns, pronunciation, punctuation, quotation marks, reading, review, sentences, spelling, story, subject-predicate, synonyms, topics, and verbs. Figures 1 - 12 show the results of these individual investigations.

From these graphs the figures were grouped into comparative tracks showing the treatment of each category in each book. Only those subjects in which at least three books gave work were recorded in this manner.

These workbooks represent 18,308 chances for the boys and girls to learn something in English from their average 11.42 ya ea.

Figure 1

ADVENTURES IN LANGUAGE

Fifth Grade

by Burleson, Cash, McCorkle

1946

Allyn & Bacon, N. Y. (p. 1-105)

Key: Top no. = No. of page
Bottom no. = No. of chances to perform

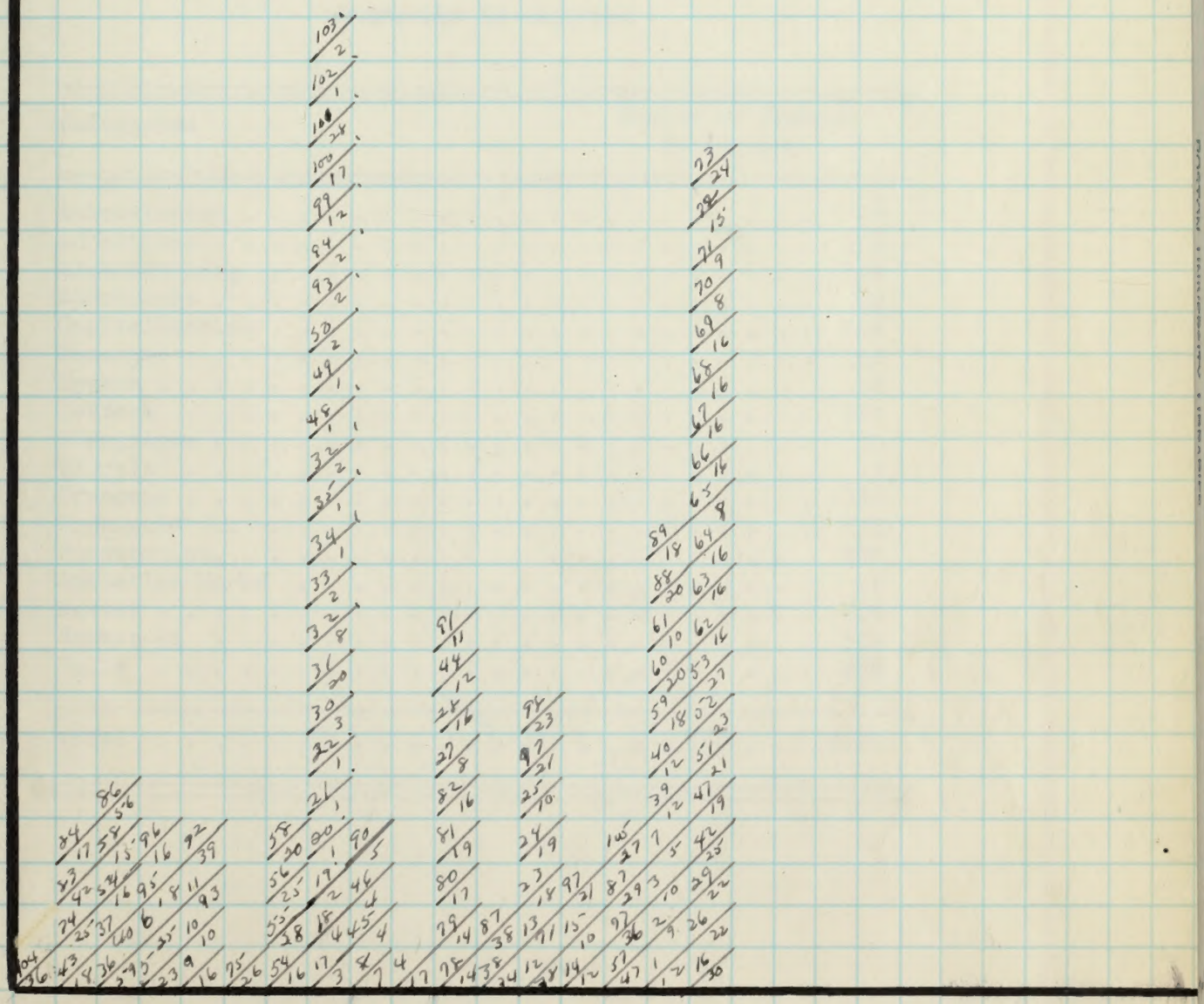

TABLE I

NUMBER OF CHANCES TO PERFORM IN

ADVENTURES IN LANGUAGE

Catagories	Number of Chances To Perform
Abbreviation	36
Adjectives	102
Alphabetizing	186
Apostrophe	82
Capitalization	158
Homonyms	26
Hyphen	89
Letters	118
Paragraphs	20
Plurals	17
Pronouns	127
Pronunciation	72
Punctuation	200
Quotation Marks	43
Review	139
Sentences	146
Verbs	369
Total	1930

TABLE I

NUMBER OF CHANGES TO PERFORM IN

ADVENTURES IN LANGUAGE

Categories	Number of Changes to Perform
Abbreviation	36
Adjectives	102
Alphabetizing	198
Acrostics	82
Capitalization	183
Synonyms	26
Hyphen	89
Letters	118
Paragraphs	20
Plurals	17
Proofreading	127
Pronunciation	72
Punctuation	200
Unscrambling Words	43
Review	133
Sentences	146
Verbs	388
Total	1930

Figure 2

BUILDING GOOD LANGUAGE HABITS

Fifth Year

by

M. R. Trabue

1936

Charles E. Merrill Co., N. Y.

(p. 1-94)

Key: Top no. = No.of page
Bottom no. = No of chances to perform

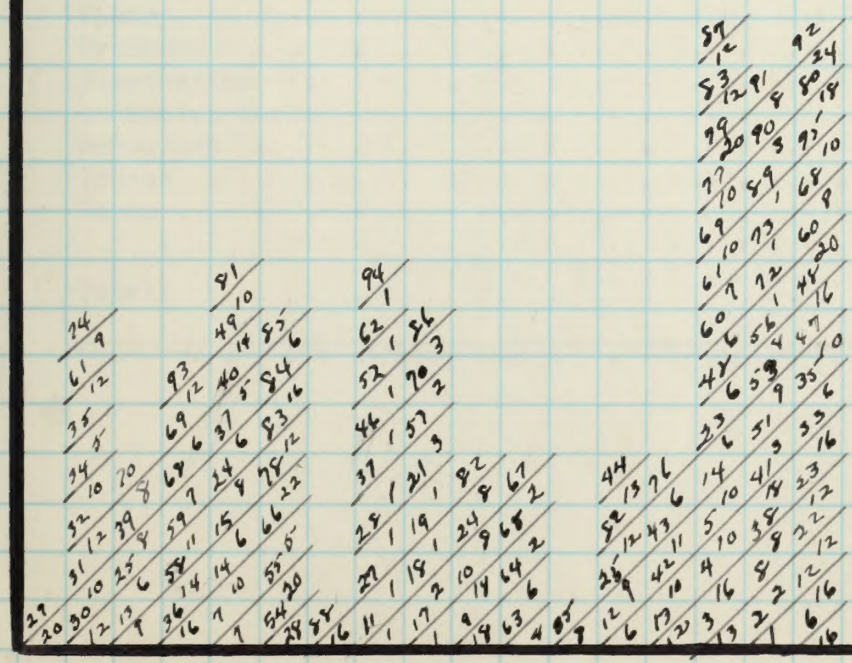

TABLE II

NUMBER OF CHANCES TO PERFORM IN

BUILDING GOOD LANGUAGE HABITS

Catagories	Number of Chances To Perform
Abbreviations	20
Adjectives	60
Alphabetizing	31
Apostrophe	66
Capitalization	66
Dictionary	109
Homonyms	16
Letters	8
Paragraphs	13
Plurals	52
Poetry	14
Pronouns	8
Punctuation	40
Quotation Marks	39
Sentences	138
Topics	66
Verbs	184
Total	830

FIGURE 3

DAILY DRILLS IN LANGUAGE SKILLS

Fifth Grade

by

Betts, Greene, Arey

1943

Row Peterson & Co., N.Y.

(p. 2 -126)

Key: Top no. = No. of page

Bottom no. = No. of chances to perform

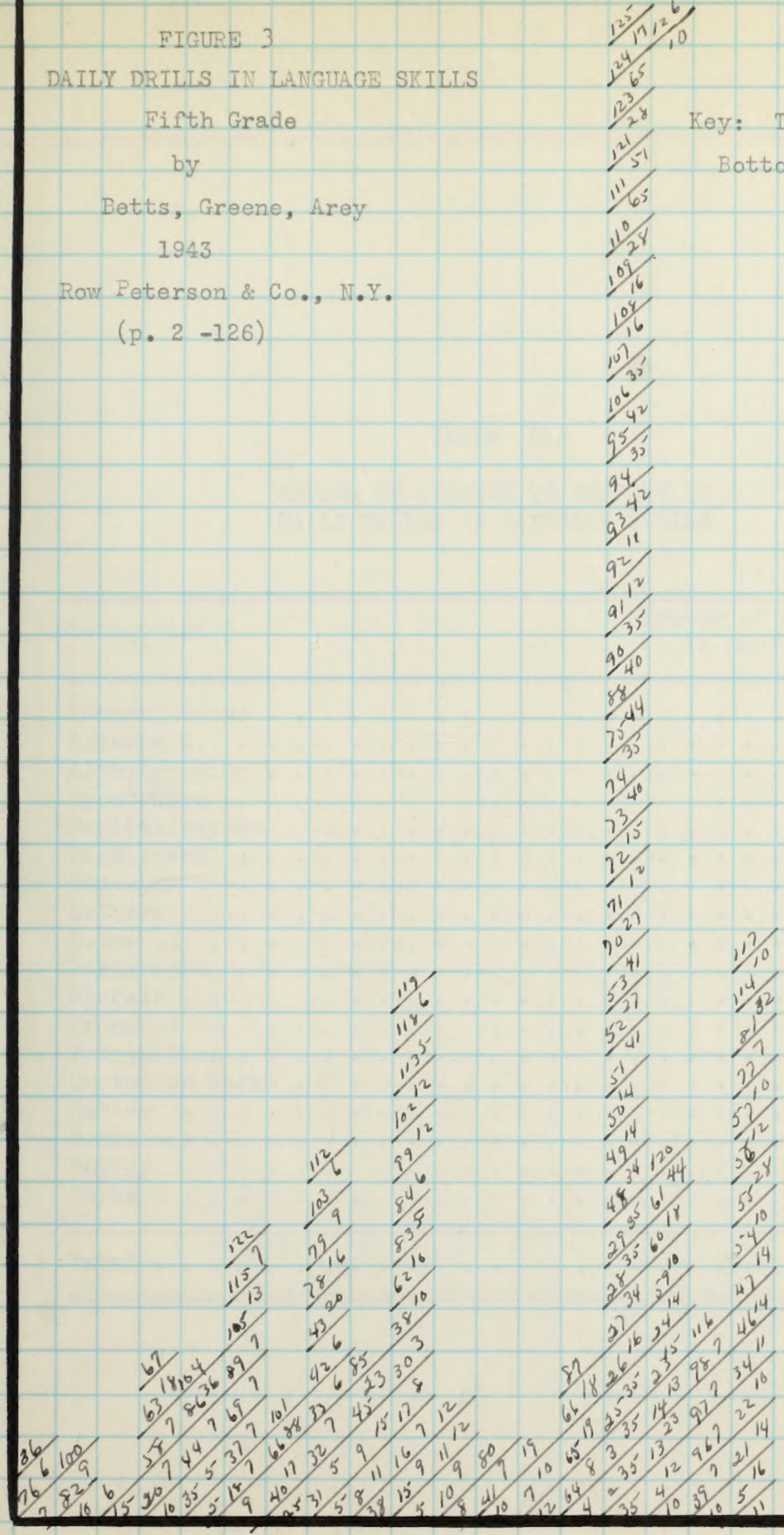

TABLE III

NUMBER OF CHANCES TO PERFORM IN
DAILY DRILLS IN LANGUAGE SKILLS

Catagories	Number of Chances To Perform
Abbreviations	13
Adverbs	19
Alphabetizing	15
Apostrophe	42
Capitalization	53
Dictionary	57
Homonyms	130
Letters	80
Nouns	87
Paragraphs	98
Plurals	29
Pronouns	17
Punctuation	22
Quotation Marks	49
Review	1166
Sentences	159
Topics	38
Verbs	199
Total	2273

FIGURE 4

DIRECTED LANGUAGE PRACTICE

Fifth Grade

by

Lyman, Johnson, Bear

1934

Ginn & Co., N. Y.

(p. 1-78)

Key: Top no. = No. of page
Bottom no. = No. of chances to perform

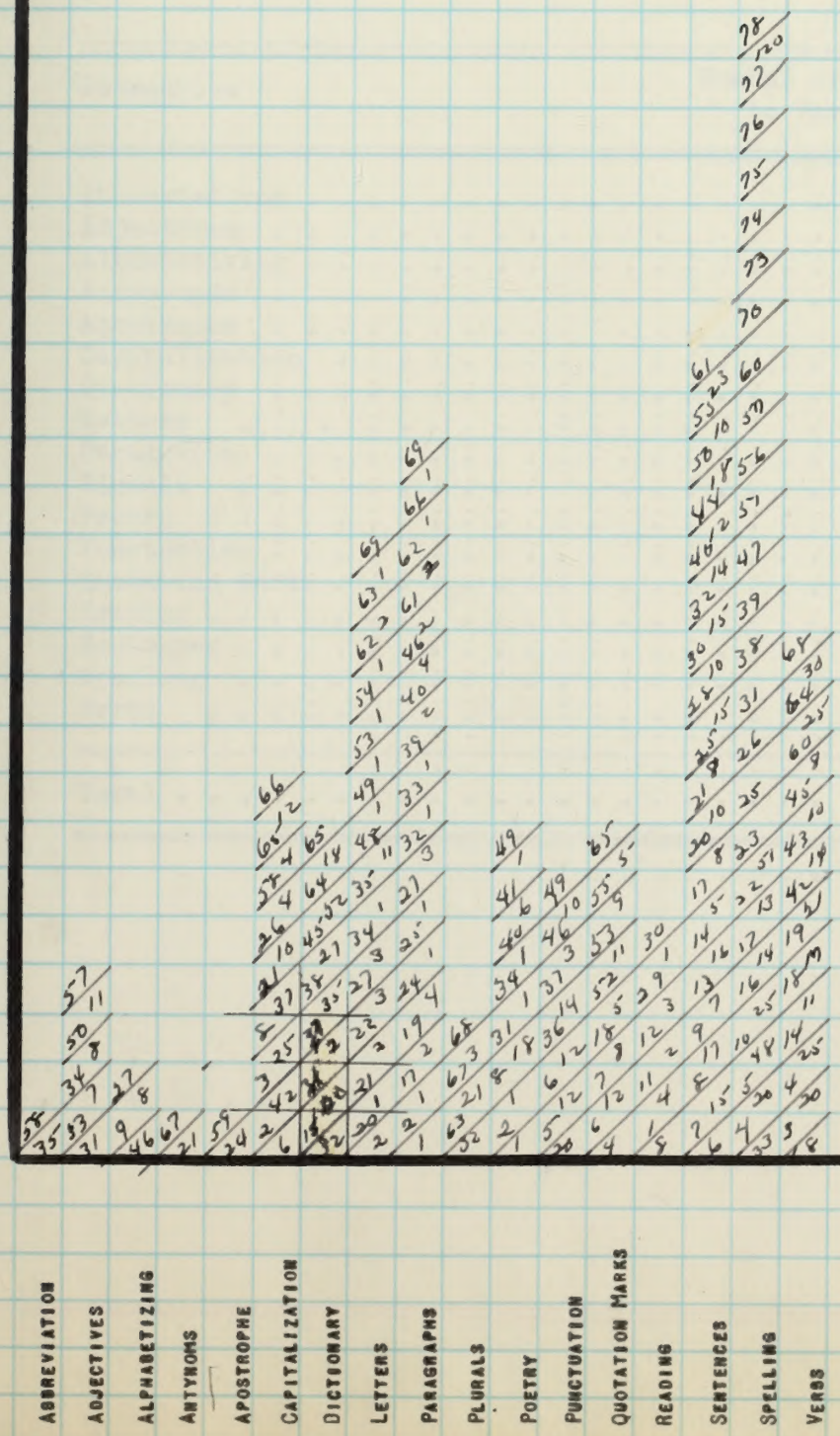

TABLE IV

NUMBER OF CHANCES TO PERFORM IN

DIRECTED LANGUAGE PRACTICE

Catagories	Number of Chances to Perform
Abbreviations	35
Adjectives	57
Alphabetizing	54
Antynonyms	21
Apostrophe	24
Capitalization	130
Dictionary	166
Letters	30
Paragraphs	27
Plurals	56
Poetry	29
Punctuation	71
Quotation Marks	54
Reading	18
Sentences	213
Spelling	1386
Verbs	199
Total	2560

Figure 5

ELEMENTARY ENGLISH WORKBOOKS

by

P. H. Deffendall

1932

The MacMillan Co., N. Y.

(p. 1-62)

- Book 3 -

Key: Top no. = No. of page
Bottom no. = No. of chances to perform

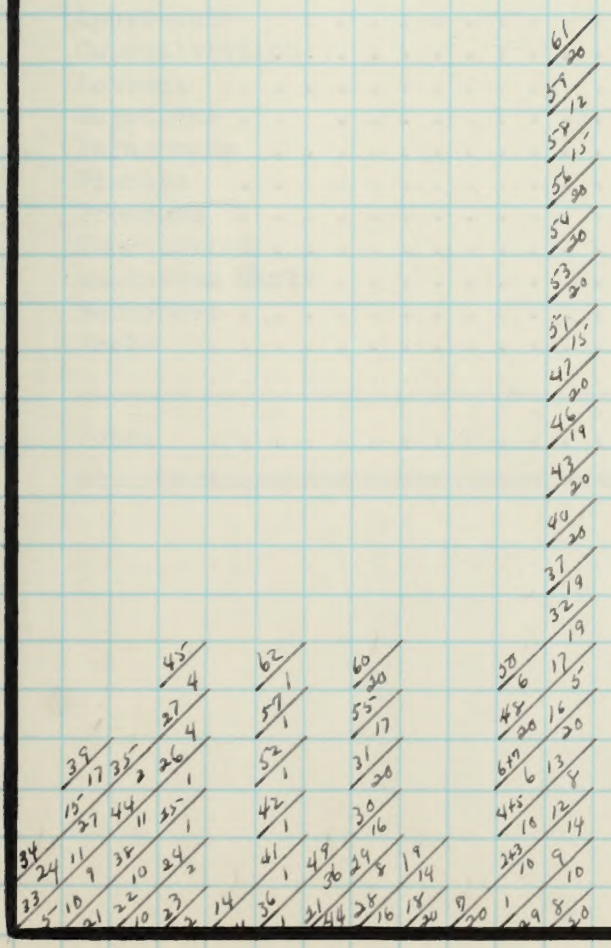

TABLE V

NUMBER OF CHANCES TO PERFORM IN
ELEMENTARY ENGLISH WORKBOOKS

Catagories	Number of Chances To Perform
Abbreviations	35
Apostrophe	74
Capitalization	33
Letters	14
Negatives	11
Paragraphs	6
Plurals	80
Pronouns	67
Punctuation	34
Quotation Marks	20
Sentences	71
Verbs	316
Total	755

FIGURE 6

ENGLISH PRACTICE BOOK

Fifth Grade

by

Browning and Walsh

1933

American Book Co., N. Y.

(p. 5-128)

Key: Top no. = No. of page
Bottom no. = No. of chances to perform

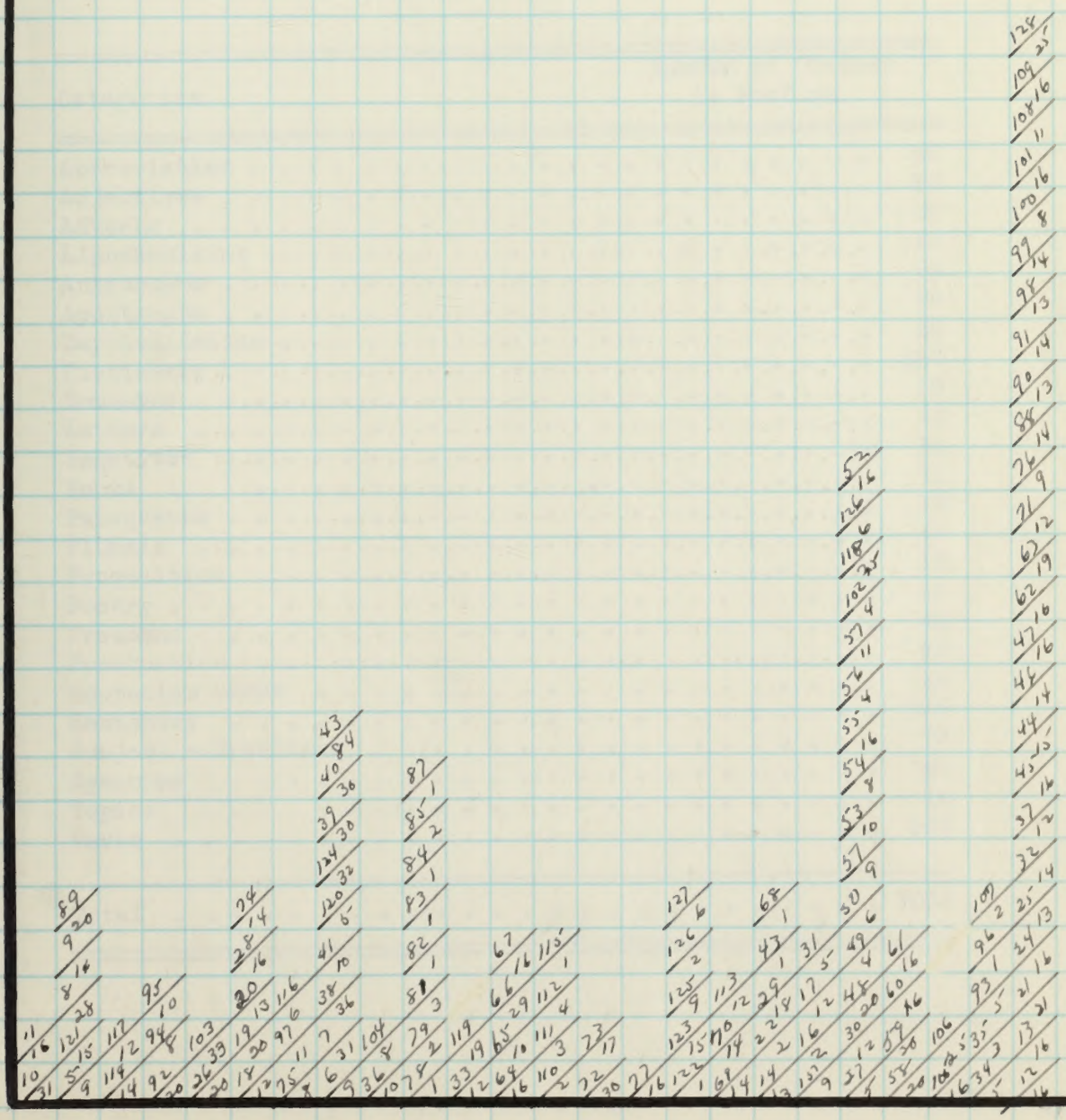

TABLE VI

NUMBER OF CHANCES TO PERFORM IN

ENGLISH PRACTICE BOOK

Catagories	Number of Chances to Perform
Abbreviation	47
Adjectives	86
Adverbs	26
Alphabetizing	38
Antynonyms	53
Apostrophe	75
Capitalization	25
Dictionary	267
Homonyms	18
Letters	12
Negatives	31
Nouns	71
Paragraphs	10
Plurals	47
Preposition	16
Poetry	33
Pronouns	40
Punctuation	35
Quotation Marks	28
Sentences	156
Subject - Predicate	72
Synonyms	41
Topics	16
Verbs	369
Total	1592

TABLE VI

TERMS TO BE LEARNED TO PERFORM IN SPELLING MAGIC BOOK

Description	Number of Terms to Perform
Abbreviation	47
Adjective	86
Adverb	28
Alphabetizing	38
Antonyms	24
Apostrophe	75
Capitalization	33
Dictionary	327
Homonyms	19
Letters	12
Negatives	81
Noun	71
Paragraphs	10
Plurals	47
Preposition	16
Poetry	33
Pronouns	40
Punctuation	38
Quotation Marks	28
Sentences	130
Subject - Predicate	72
Synonyms	41
Topics	16
Verbs	329
Total	1592

Figure 7

MY PROGRESS BOOK IN ENGLISH

Number 5

Editorial Staff Am. Educ. Press. Inc.

1942

Charles E. Merrill Co., N. Y.

(p. 1 - 48)

Key: Top no. = No. of page
Bottom no. = No. of chances to perform

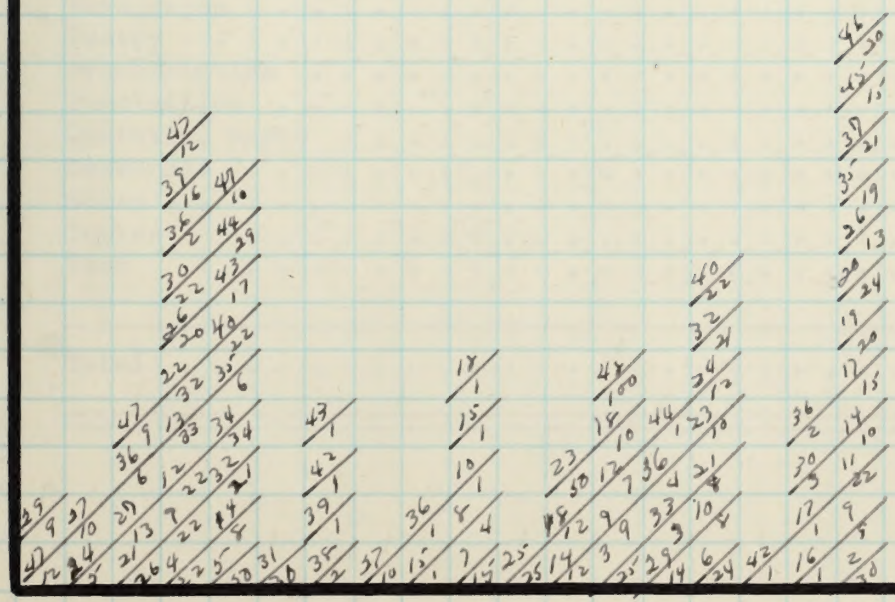

TABLE VII

NUMBER OF CHANCES TO PERFORM IN

MY PROGRESS BOOK IN ENGLISH

Catagories	Number of Chances to Perform
Abbreviation	21
Adjectives	15
Apostrophe	54
Capitalization	203
Dictionary	197
Homonyms	20
Letters	5
Nouns	10
Outline	2
Paragraphs	22
Poetry	25
Pronunciation	74
Punctuation	151
Quotation Marks	22
Sentences	105
Story	1
Topics	7
Verb	218
Total	1025

FIGURE 8

PRACTICE ACTIVITIES IN ENGLISH

Fifth Grade

Hatfield, Lewis, Dines

1936

American Book Co., N. Y.

(p. 1-128)

Key: Top no. = No. of page

Bottom no. = No. of chances to perform

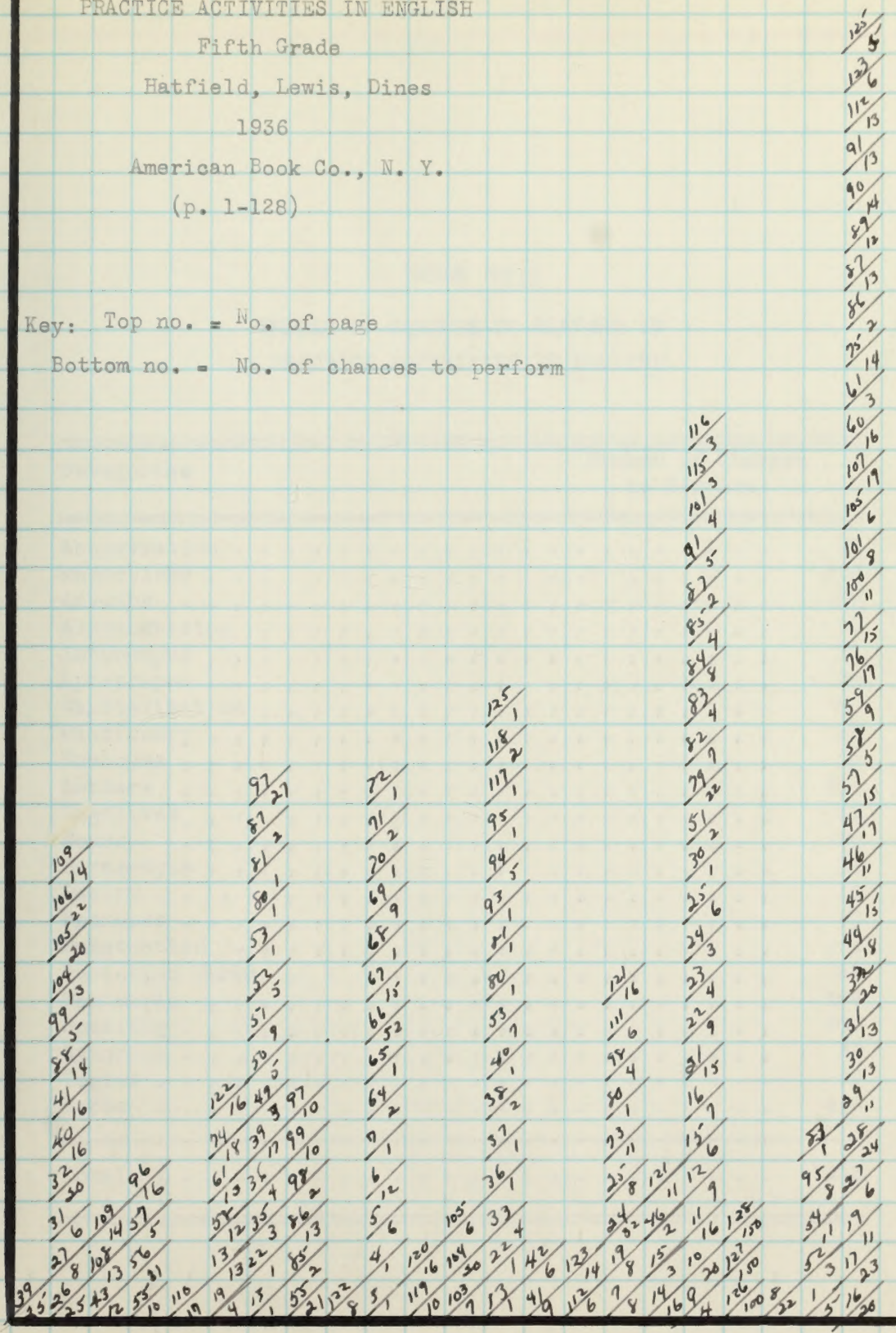

TABLE VIII

NUMBER OF CHANCES TO PERFORM IN
PRACTICE ACTIVITIES IN ENGLISH

Catagories	Number of Chances to Perform
Abbreviation	25
Adjectives	179
Adverbs	39
Alphabetizing	62
Antynonyms	17
Apostrophe	76
Capitalization	80
Dictionary	58
Homonyms	8
Letters	105
Negatives	26
Nouns	33
Paragraphs	31
Poetry	15
Pronouns	20
Punctuation	94
Quotation Marks	32
Sentences	164
Spelling	400
Synonyms	22
Topics	28
Verbs	418
Total	1942

Figure 90

PRACTICE BOOK - EXCHANGING THOUGHTS

Fifth Grade

Bardwell, Falk, Tressler

1940

D. C. Heath & Co., N. Y. (p. 1-96)

Key: Top no. = No. of page
Bottom no. = No. of chances to perform

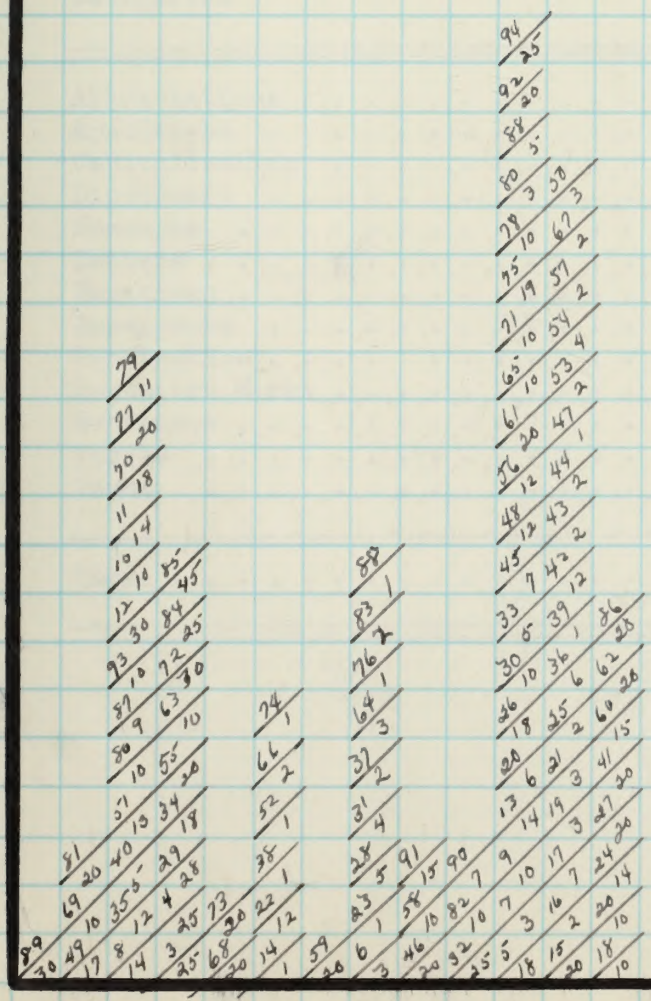

TABLE IX

NUMBER OF CHANCES TO PERFORM IN

PRACTICE BOOKS -- EXCHANGING THOUGHTS

Catagories	Number of Chances To Perform
Abbreviations	30
Apostrophe	47
Capitalization	176
Dictionary	221
Homonyms	40
Letters	18
Negatives	20
Paragraphs	32
Punctuation	45
Quotation Marks	42
Sentences	237
Topics	74
Verbs	129
Total	1111

FIGURE 10

PRACTICE STEPS IN ENGLISH

Book 3

Bair, Neal, Foster, Storns

1941

The MacMillan Co., N.Y.

(p.1-128)

Key: Top No. = No. of page
Bottom No. = No. of chances to perform

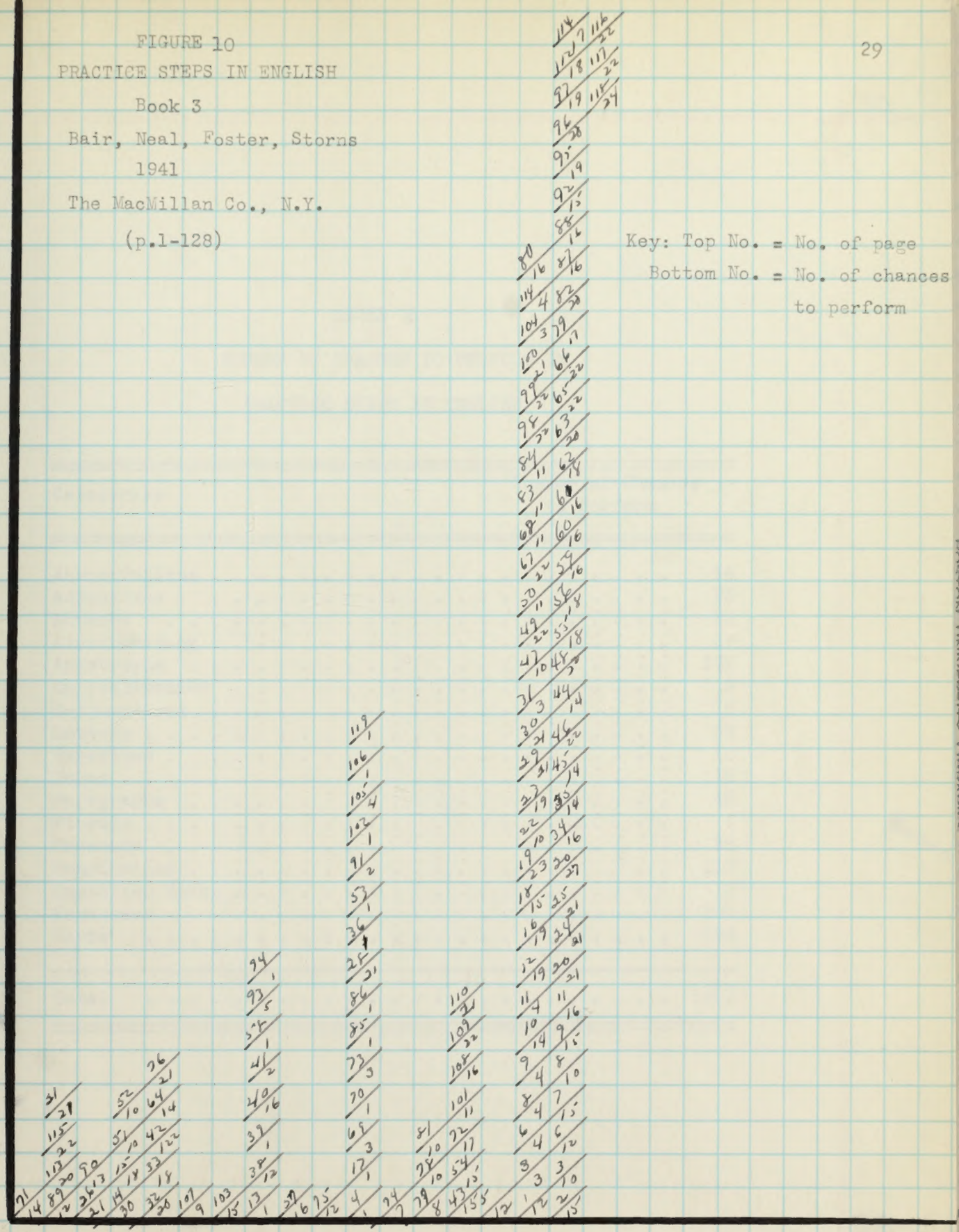

TABLE X

NUMBER OF CHANCES TO PERFORM IN

PRACTICE STEPS IN ENGLISH

Catagories	Number of Chances to Perform
Abbreviations	14
Adjectives	75
Adverbs	34
Alphabetizing	68
Apostrophe	195
Capitalization	9
Conjunctions	15
Letters	39
Negatives	16
Nouns	12
Paragraphs	43
Plurals	7
Pronouns	28
Punctuation	117
Quotation Marks	12
Sentences	381
Verbs	696
Total	1661

TABLE X

ERRORS OF GRAMMAR TO IMPROVE IN

PRACTICE STEPS IN ENGLISH

Categories	Number of Choices to Perform
Abbreviations	14
Adjectives	75
Adverbs	34
Alphabetizing	58
Apostrophe	188
Capitalization	9
Conjunctions	15
Letters	49
Negatives	15
Nouns	12
Paragraphs	22
Plurals	7
Pronouns	26
Punctuation	117
Quotation Marks	12
Sentences	291
Verbs	690
Total	1621

Figure 11

WRITING FROM EXPERIENCES

Fifth Grade

by

McKee & McCowen

1942

Houghton mifflin Co., (p. 1 - 155)

Key: Top no. - No. of page
Bottom no.- No. of chances to perform

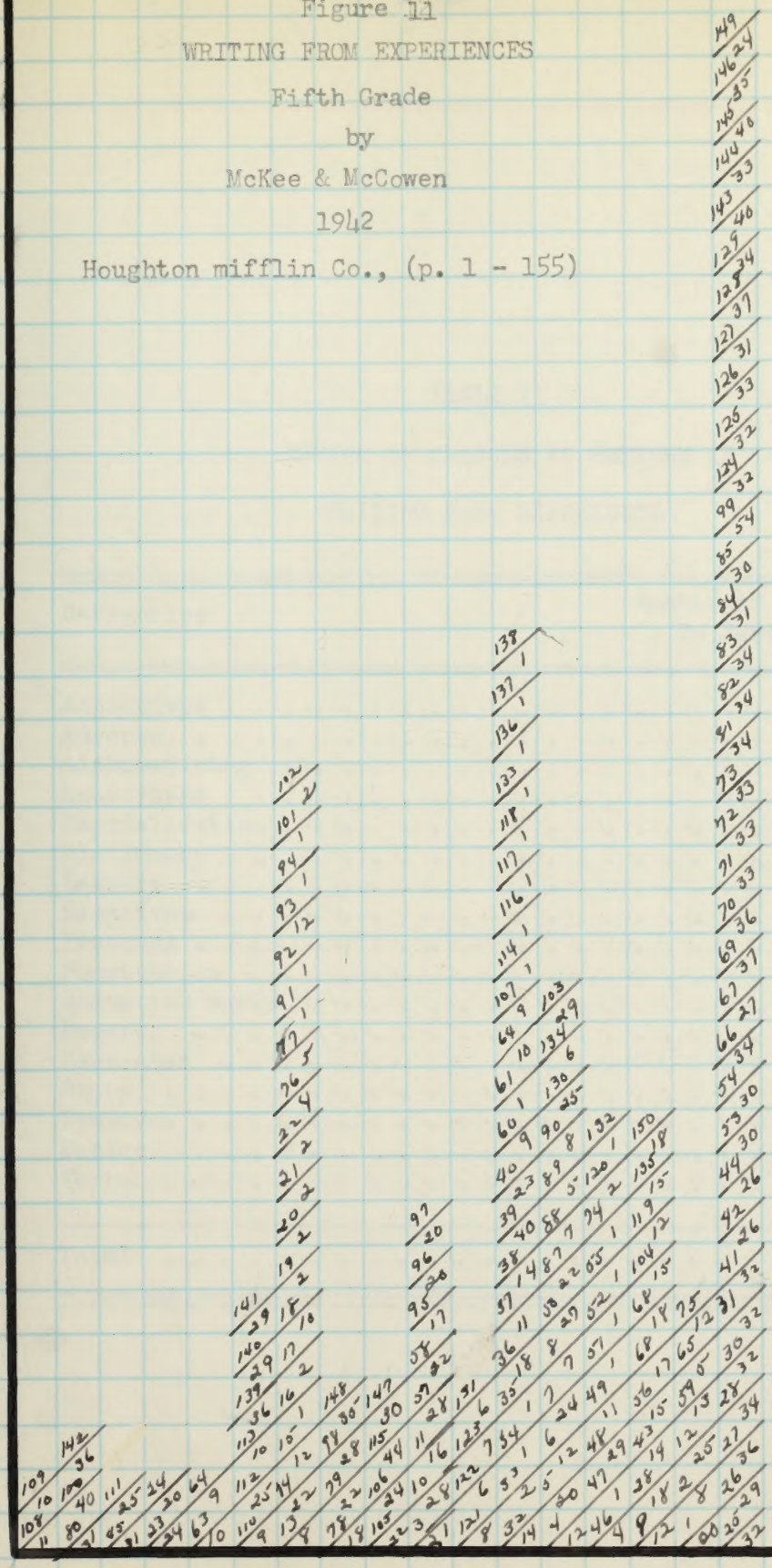

TABLE XI

NUMBER OF CHANCES TO PERFORM IN

WRITING FROM EXPERIENCE

Catagories	Number of Chances To Perform
Adjectives	21
Adverbs	107
Alphabetizing	56
Apostrophe	44
Capitalization	19
Dictionary	138
Letters	91
Negatives	103
Pronouns	120
Punctuation	182
Quotation Marks	37
Reports	261
Sentences	204
Story	52
Synonyms	154
Topics	83
Verbs	1170
Total	2842

Figure 12 and Table 12 give the complete summary of the totals of chances in all the phases of grammatical study checked in this study. The smallest number of chances to perform are given in Elementary English Practice Book with a total of seven hundred. Two thousand eight hundred fifty are given in Writing From Experience. All the books together average one thousand seven hundred eight chances to practice on some phase of English grammar.

Adventures in Language was the only book which thought it necessary to treat the hyphen. This same text and My Progress Book in English joined in stressing pronunciation. Daily Drills in Language Skills and Adventures in Language together gave periodic reviews. Directed Language Practice was alone in emphasizing reading drills. Writing From Experience and My Progress Book in English use the story as an English educative process. Directed Language Practice and Practice Activities in English consider spelling in a major sense. The English Practice Book gives exercises in differentiating between the subject and predicate of the sentences.

The Writing From Experience book had the greatest number of opportunities to perform given, with Daily Drills in Language Skills following as a close second. The number of chances were 2840 and 2700 respectively.

Building Good Language Habits, Elementary English Workbook, My Progress Book in English, and Practice Book had an average of 968 chances to perform in the phases of English presented in their books.

The other five workbooks were together offering approximately 1870 chances, each, to partake in language practice.

Figure 12 and Table 12 give the complete summary of the totals of chances in all the phases of transitional study conducted in this study. The smallest number of chances to perform are given in Elementary English Practice Book with a total of seven hundred. Two thousand eight hundred fifty are given in Writing from Experience. All the books average one thousand seven hundred eight chances to practice on some phase of English grammar.

Adventures in Language was the only book which dropped it necessary to break the pattern. This same text and My Progress Book in English joined in stressing pronunciation. Daily Drills in Language Skills and Adventures in Language contained five periodic reviews. Directed Language Practice was alone in emphasizing reading drills. Writing from Experience and My Progress Book in English are six story as an English educative process. Directed Language Practice and Practice Activities in English consider spelling in a major sense. The English Practice Book gives exercises in differentiation between the subject and predicate of the sentence.

The Writing from Experience book had the greatest number of opportunities to perform given, with Daily Drills in Language Skills following as a close second. The number of chances were 2203 and 2100 respectively.

Building Good Language Habits, Elementary English Workbook, My Progress Book in English, and Practice Book had an average of 982 chances to perform in the phases of English presented in their books.

The other five workbooks were together offering approximately 1870 chances, each, to practice in language practice.

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE

TOTAL

Range 700 - 2850

Average 1708

FIGURE 12

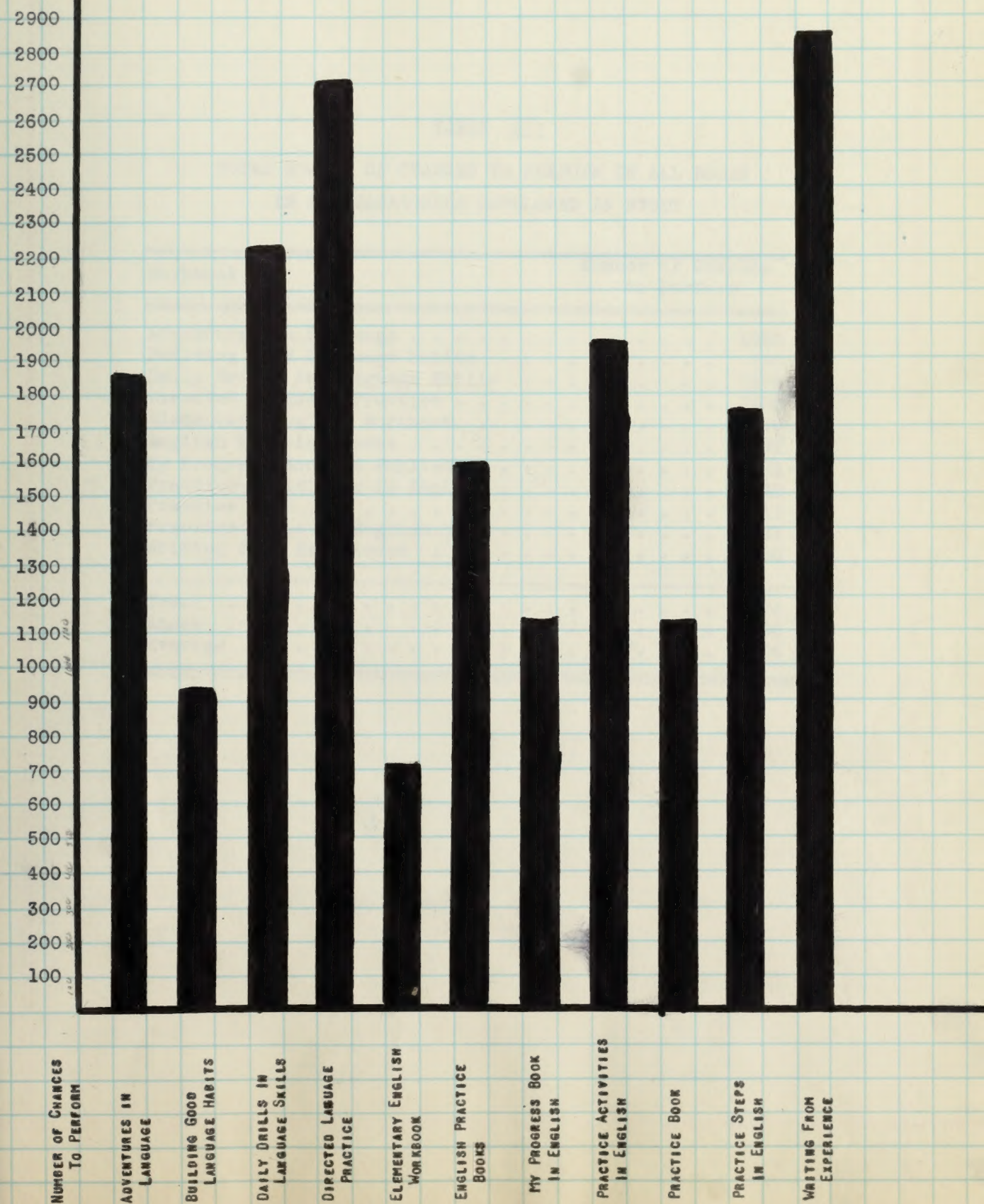

TABLE XII

TOTAL NUMBER OF CHANCES TO PERFORM IN ALL BOOKS IN ALL CATAGORIES DEVELOPED IN STUDY

Workbook	Number of Chances to Perform
Adventures in Language	1930
Building Good Language Habits	830
Daily Drills in Language Skills	2273
Directed Language Practice	2560
Elementary English Workbook	700
English Practice Books	1592
My Progress Book in English	1025
Practice Activities in English	1942
Practice Book	1111
Practice Steps in English	1661
Writing from Experience	2850
Total	18474
Range	700 - 2850
Average	1708

TABLE XII

TOTAL NUMBER OF CHANGES TO PERFORM IN ALL BOOKS
IN ALL CATEGORIES TRAVERSED IN STUDY

Workbook	Number of Changes to Perform
Adventures in Language	1983
Building Good Language Habits	830
Daily Drills in Language Skills	2975
Directed Language Practice	2860
Elementary English Workbook	700
English Practice Books	1832
My Program Book in English	1023
Practice Activities in English	1952
Practice Book	1111
Practice Steps in English	1831
Writing From Experience	2880
Total	18174
Range	700 - 2880
Average	1703

All eleven workbooks agree in varying degrees to the use and study of the following in the fifth grade: apostrophe, capitalization, letters, punctuation, quotation marks, sentences, and verbs. Of these they seem most nearly agreed on the amount of drill to be given in abbreviations, apostrophe, quotation marks, and sentences.

The English Practice Book offers twenty-four phases of English and Practice Activities in English offers twenty-two. In contrast to these two Practice Book offers only thirteen and Elementary English Workbooks offers twelve divisions of grammar study.

Figure 13 and Table 13 show that ten books make use of abbreviation study. The number of chances in each book range from thirteen to forty-seven with an average of twenty-seven. Writing From Experience is the book that does not make use of this subject.

Figure 14 and Table 14 record that eight workbooks study adjectives. The number of chances range from fifteen to one hundred seventy-nine. The average number of chances is seventy-eight. The three workbooks that do not include adjective study are Daily Drills in Language Skills, Elementary English Workbook and Practice Book.

Adverbs are studied by Daily Drills in Language Skills, English Practice Books, Practice Activities in English, Practice Steps in English, and Writing From Experience with a range of nineteen to one hundred chances and an average of forty-five as shown in Figure 15 and Table 15.

Figure 16 and Table 16 reveal the absence of Elementary English Workbook, My Progress Book in English, and Practice Book in the treatment of alphabetizing. The others have a range of fifteen to one hundred eighty-five chances with an average of sixty-four.

All eleven workbooks agree in varying degrees on the use and study of the following in the fifth grade: anecdotes, capitalization, letters, punctuation, quotation marks, sentences, and verbs. Of these they seem most nearly agreed on the amount of drill to be given in observations, anecdotes, quotation marks, and sentences.

The English Practice Book offers twenty-four phases of English and Practice Activities in English offers twenty-two. In contrast to these two Practice book offers only children and Elementary English Workbook offers twelve divisions of fewer study.

Figure 12 and Table 12 show that ten books make use of adjectives study. The number of changes in each book range from thirteen to forty-seven with an average of twenty-seven. Writing from Experience is the book that does not make use of this subject.

Figure 14 and Table 14 record that eight workbooks study adjectives. The number of changes range from fifteen to one hundred seventy-nine. The average number of changes is seventy-eight. The three workbooks that do not include adjective study are Daily Drills in Language Skills, Elementary English Workbook and Practice Book.

Adverbs are studied by Daily Drills in Language Skills, English Practice Books, Practice Activities in English, Practice Books in English and Writing from Experiences with a range of fifteen to one hundred changes and an average of forty-five as shown in Figure 15 and Table 15.

Figure 16 and Table 16 reveal the changes of Elementary English Workbook, My Practice Book in English, and Practice Book in the treatment of alphabetical. The others have a range of fifteen to one hundred eighty-five changes with an average of eighty-four.

FIGURE 13

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON ABBREVIATIONS

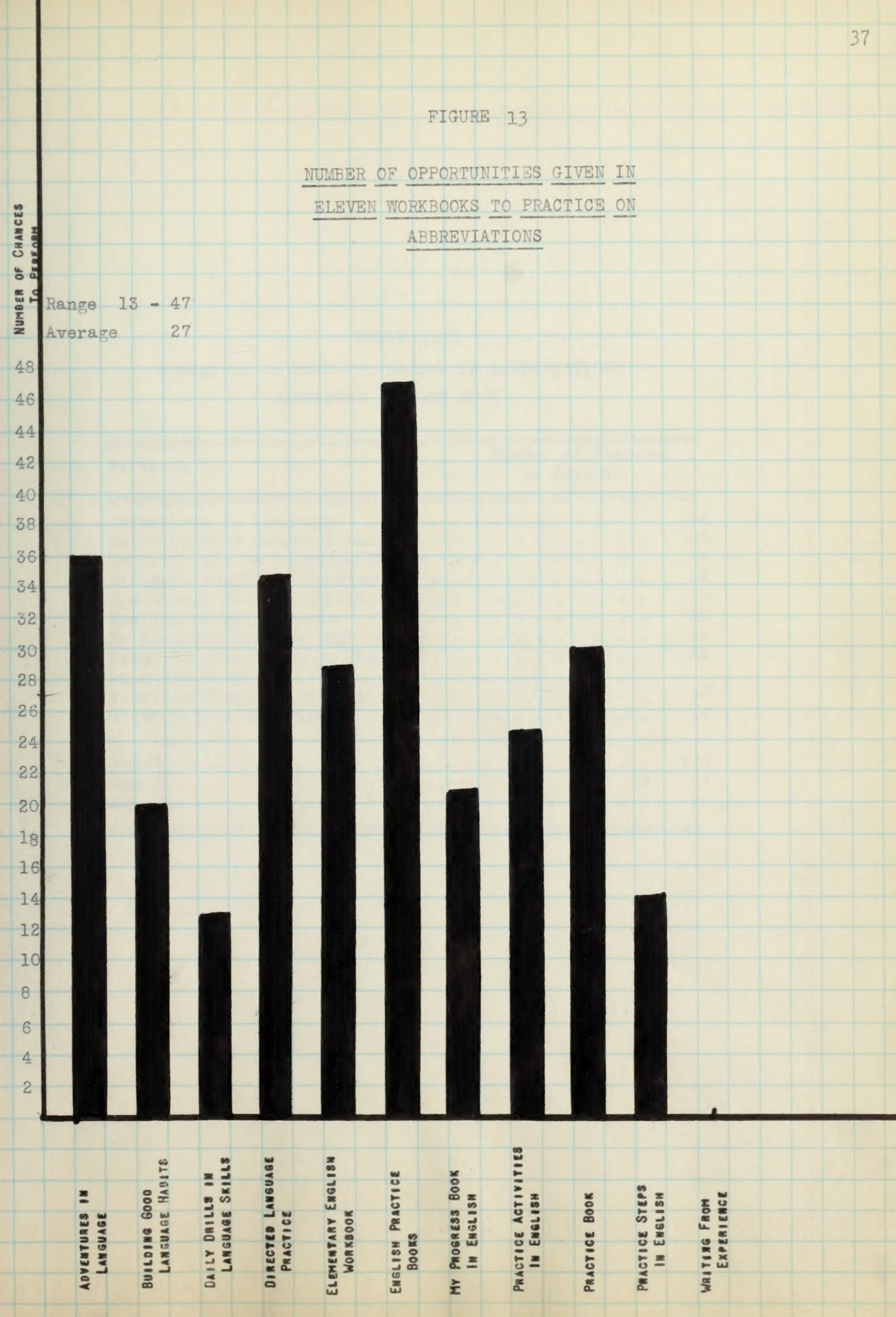

TABLE XIII

NUMBER OF CHANCES TO PERFORM IN ABBREVIATIONS EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	36
Building Good Language Habits	20
Daily Drills in Language Skills	13
Directed Language Practice	35
Elementary English Workbook	29
English Practice Books	47
My Progress Book in English	21
Practice Activities in English	25
Practice Book	
Practice Steps in English	30
Writing from Experience	14
Total	270
Range	13 - 47
Average	27

NUMBER OF OPPORTUNITIES GIVEN IN
ELEVEN WORKBOOKS TO PRACTICE ON
ADJECTIVES
FIGURE 14

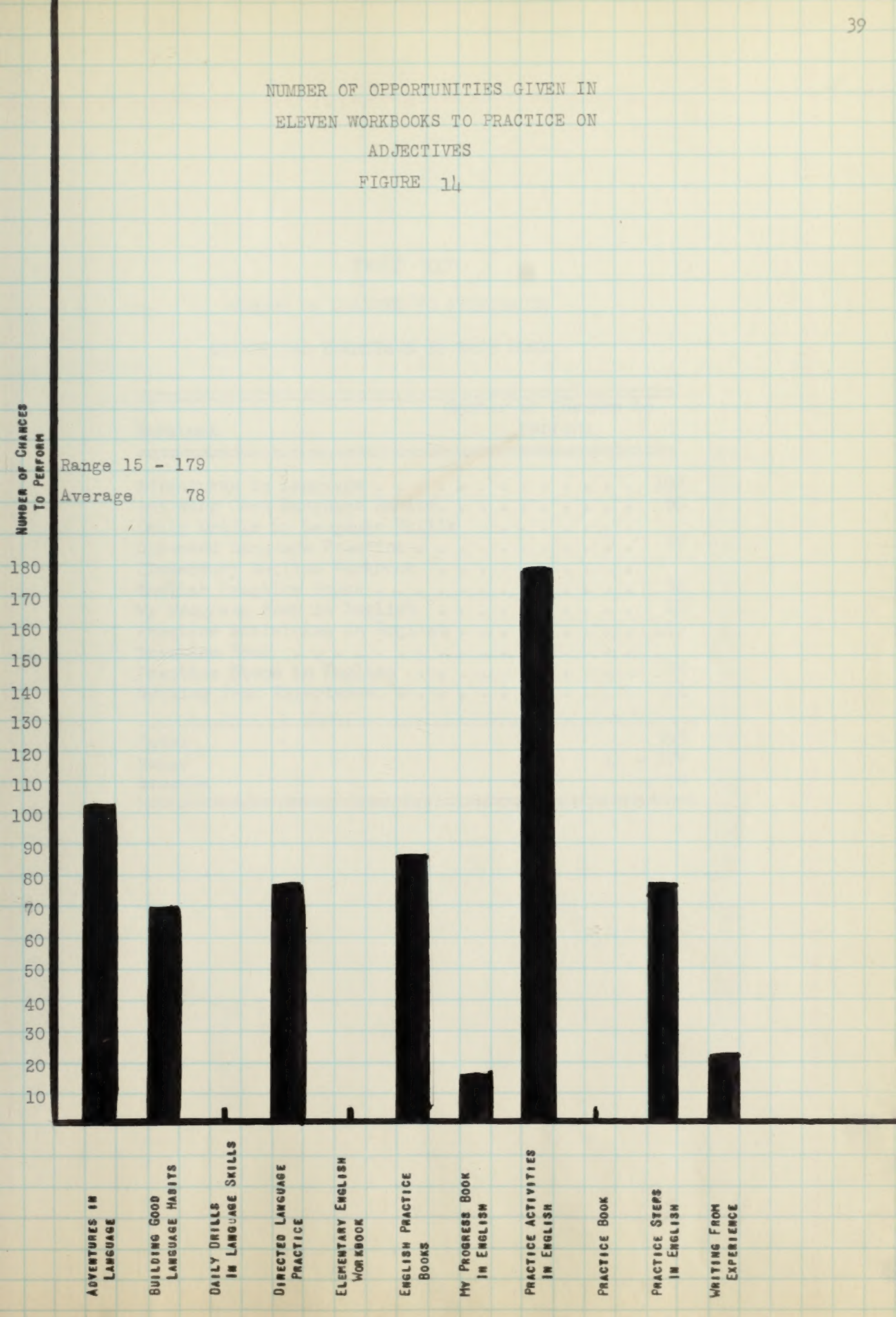

TABLE XIV

NUMBER OF CHANCES TO PERFORM IN

ADJECTIVAL EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	102
Building Good Language Habits.	60
Daily Drills in Langauge Skills	
Directed Language Practice	57
Elementary English Workbook	
English Practice Books	86
My Progress Book in English	15
Practice Activities in English	179
Practice Book	
Practice Steps in English	75
Writing from Experience.	21
Total	595
Range	15 - 179
Average	78

NUMBER OF OPPORTUNITIES GIVEN IN
ELEVEN WORKBOOKS TO PRACTICE ON
ADVERBS
FIGURE 15

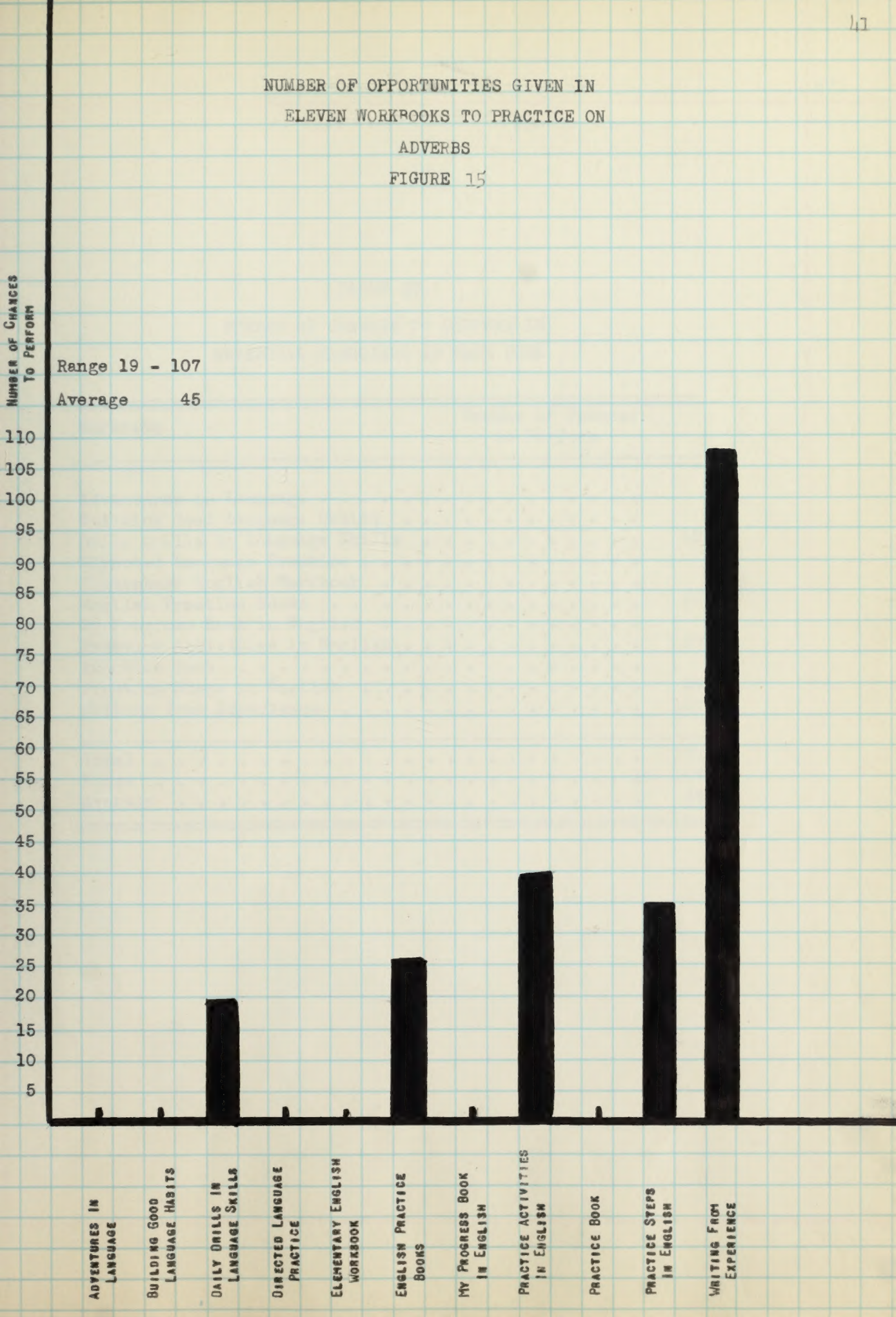

TABLE XV

NUMBER OF CHANCES TO PERFORM IN
ADVERBIAL EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	
Building Good Language Habits	
Daily Drills in Language Skills	19
Directed Language Practice	
Elementary English Workbook	
English Practice Books	26
My Progress Book in English	
Practice Activities in English	39
Practice Book	
Practice Steps in English	34
Writing from Experience	107
Total	225
Range	19- 107
Average	45

NUMBER OF OPPORTUNITIES GIVEN IN
ELEVEN WORKBOOKS TO PRACTICE ON
ALPHABETIZING

FIGURE 16

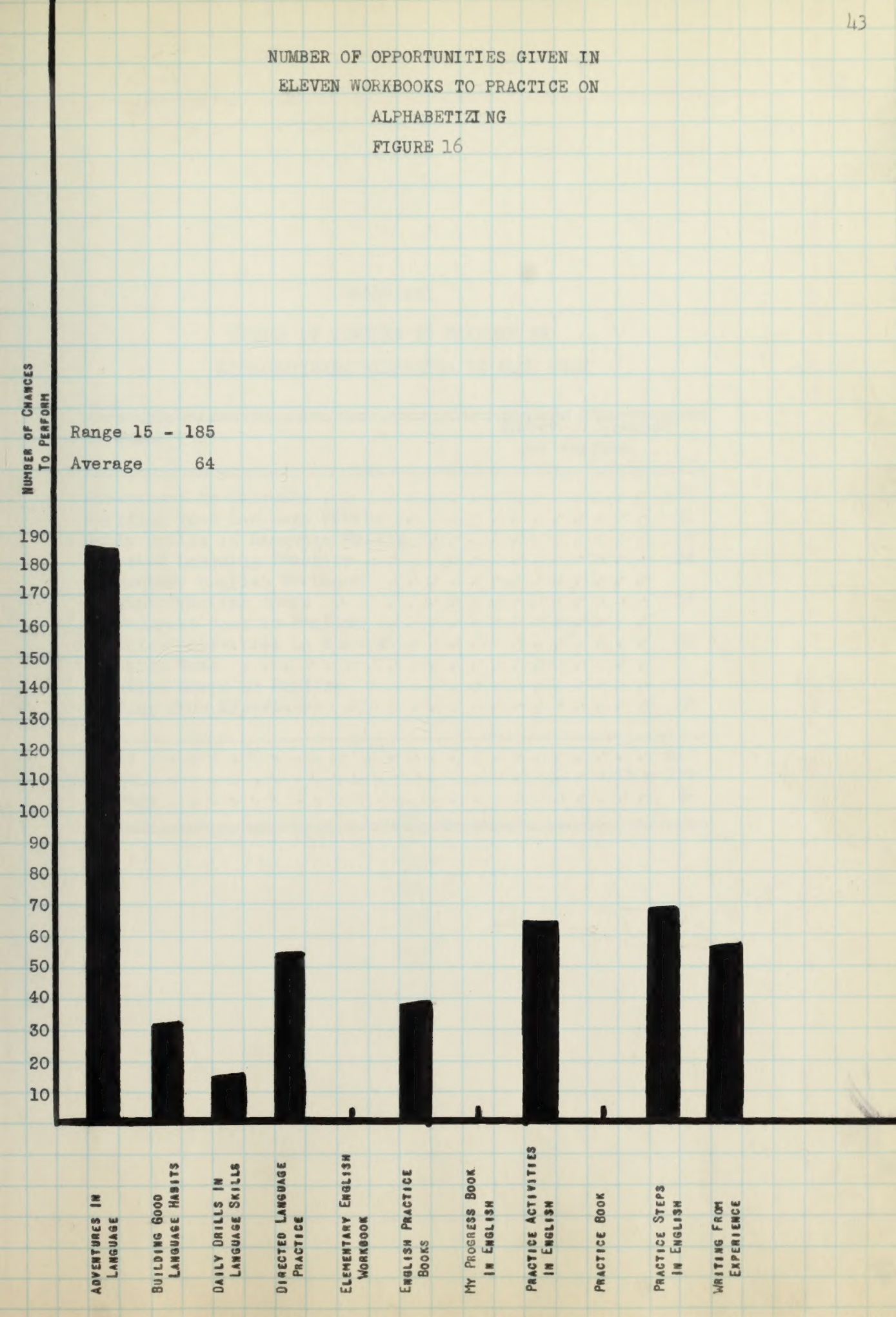

TABLE XVI

NUMBER OF CHANCES TO PERFORM IN

ALPHABETIZING EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	185
Building Good Language Habits	31
Daily Drills in Language Skills	15
Directed Language Practice	54
Elementary English Workbook	
English Practice Books	38
My Progress Book in English	
Practice Activities in English	62
Practice Book	
Practice Steps in English	68
Writing from Experience	56
Total	419
Range	15 - 185
Average	64

NUMBER OF OPPORTUNITIES GIVEN IN
ELEVEN WORKBOOKS TO PRACTICE ON
ANTYNONYMS
FIGURE 17

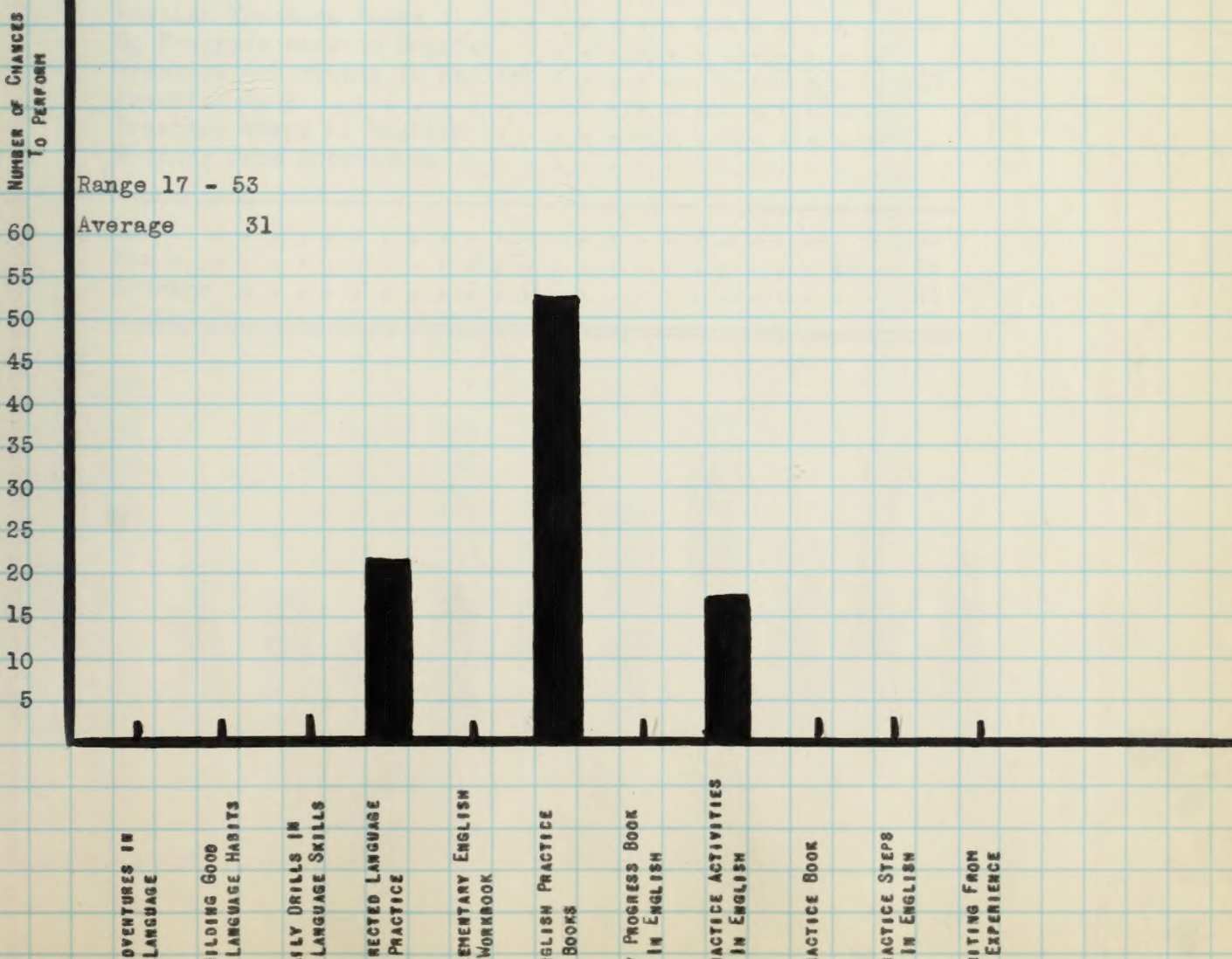

TABLE XVII

NUMBER OF CHANCES TO PERFORM IN

ANTYNONYM EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	
Building Good Language Habits	
Daily Drills in Language Skills	
Directed Language Practice	21
Elementary English Workbook	
English Practice Books	53
My Progress Book in English	
Practice Activities in English	17
Practice Book	
Practice Steps in English	
Writing from Experience	
Total	91
Range	17 - 53
Average	31

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON APOSTROPHE

FIGURE 18

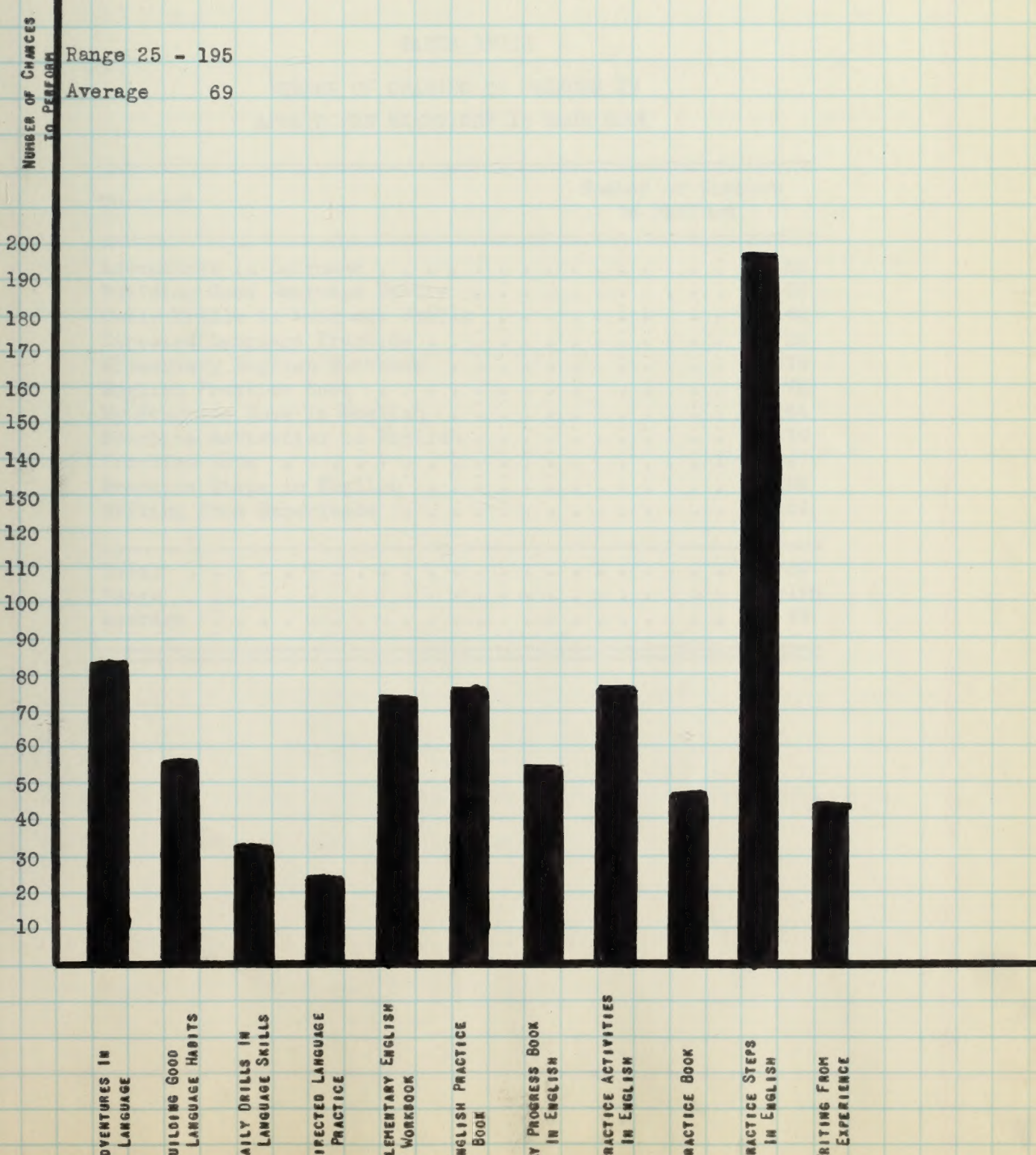

TABLE XVIII

NUMBER OF CHANCES TO PERFORM IN
APOSTROPHE EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	82
Building Good Language Habits	66
Daily Drills in Language Skills	42
Directed Language Practice	25
Elementary English Workbook	74
English Practice Book	75
My Progress Book in English	54
Practice Activities in English	76
Practice Book	47
Practice Steps in English	195
Writing from Experience	44
Total	780
Range	25 -195
Average	69

In Figure 17 and Table 17 we see only Directed Language Practice, English Practice Book, and Practice Activities in antynonym study. The chances range from seventeen to fifty-three with an average of thirty-one.

All eleven books are represented in apostrophe study in Figure 18 and Table 18. The range of performance chances is twenty-five to one hundred ninety-five. The books together average sixty-nine opportunities to drill.

Figure 19 and Table 19 show a range of nine to two hundred five and an average of seventy-nine chances to perform with all books represented in the study of capitalization.

Adventures in Language, Elementary English Workbook, and Practice Steps in English are absent in Figure 20 and Table 20's range of thirty-eight to two hundred sixty-seven and an average of one hundred forty-nine opportunities to use the dictionary.

The great range of eight to one hundred thirty and an average of thirty-six is revealed in Figure 21 and Table 21 and the study of homonyms. Directed Language Practice, Elementary English Workbook, Practice Steps in English, and Writing From Experience omit this subject in their contents.

An average of forty-eight covers up the range of three to one hundred twenty-two chances in the study of letter writing as shown in Figure 22 and Table 22 with all workbooks represented.

Figure 23 and Table 23 on negative study gives a range of twelve to one hundred three and an average of thirty-one for the six books which give practice in this phase of English grammar.

In Figure 17 and Table 17 we see only Directed Language Practice, English Practice Book, and Practice Activities in anthropology study. The observed range from seventeen to fifty-three with an average of thirty-one.

All eleven books are represented in economics study in Figure 18 and Table 18. The range of performance changes to twenty-five to one hundred ninety-five. The books to other average sixty-nine opportunities to drill.

Figure 19 and Table 19 show a range of nine to two hundred five and an average of seventy-nine opportunities to perform with all books represented in the study of mathematics.

Adventures in Language, Elementary English workbook, and Practice Steps in English are found in Figure 20 and Table 20's range of thirty-eight to two hundred eighty-seven and an average of one hundred forty-nine opportunities to use the dictionary.

The great range of zero to one hundred thirty-two and average of thirty-six is revealed in Figure 21 and Table 21 and the study of language. Directed Language Practice, Elementary English Workbook, Practice Steps in English, and Writing From Experience omit this subject in their contents.

An average of forty-eight covers up the range of zero to one hundred twenty-two observed in the study of letter writing as shown in Figure 22 and Table 22 with all workbooks represented.

Figure 23 and Table 23 on reading study gives a range of twelve to one hundred three and an average of thirty-one for the six books which give practice in this phase of English research.

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON CAPITALIZATION

FIGURE 19

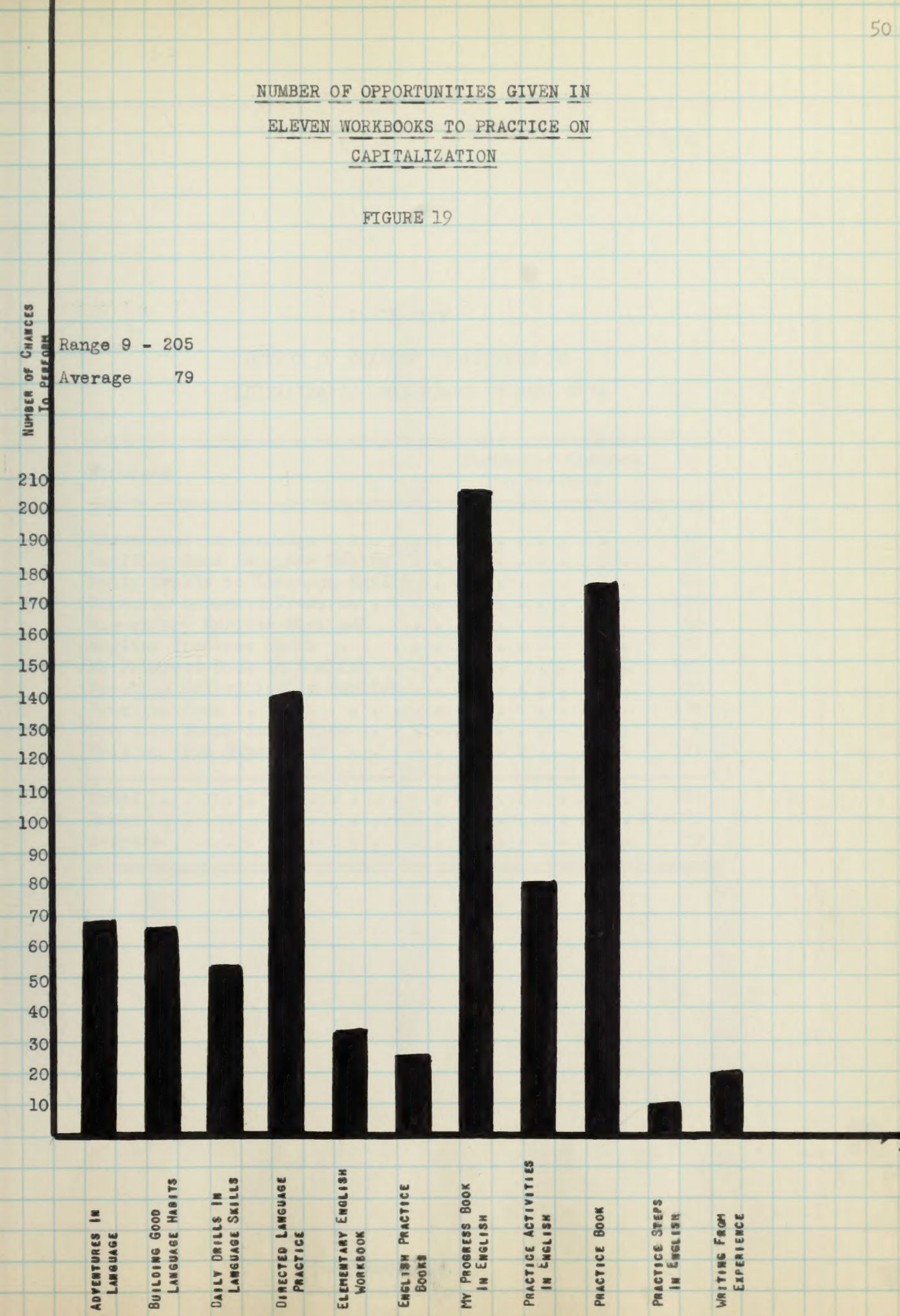

TABLE XIX

NUMBER OF CHANCES TO PERFORM IN

CAPITALIZATION EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	158
Building Good Language Habits	66
Daily Drills in Language Skills	53
Directed Language Practice	130
Elementary English Workbook	33
English Practice Books	25
My Progress Book in English	205
Practice Activities in English	80
Practice Book	176
Practice Steps in English	9
Writing from Experience	19
Total	963
Range	9 -205
Average	79

Boston University
School of Education
Library

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON DICTIONARY

FIGURE 20

Range 38 - 267

Average 149

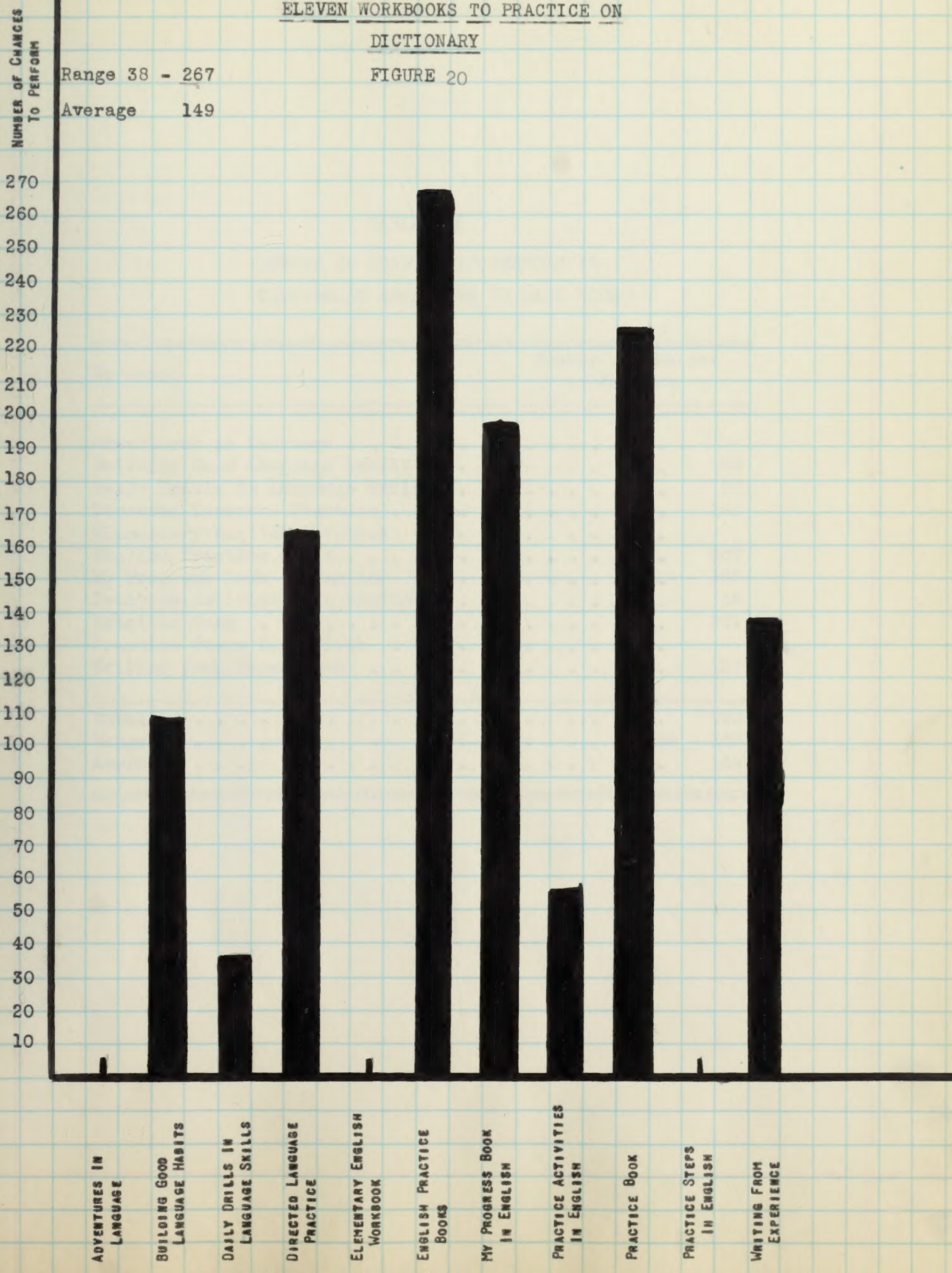

TABLE XX

NUMBER OF CHANCES TO PERFORM IN
DICTIONARY EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	
Building Good Language Habits	109
Daily Drills in Language Skills	57
Directed Language Practice	166
Elementary English Workbook	
English Practice Books	267
My Progress Book in English	197
Practice Activities in English	38
Practice Book	221
Practice Steps in English	
Writing from Experience	138
Total	963
Range	38 - 267
Average	149

NUMBER OF OPPORTUNITIES GIVEN IN
ELEVEN WORKBOOKS TO PRACTICE ON
HOMONYMS
FIGURE 21

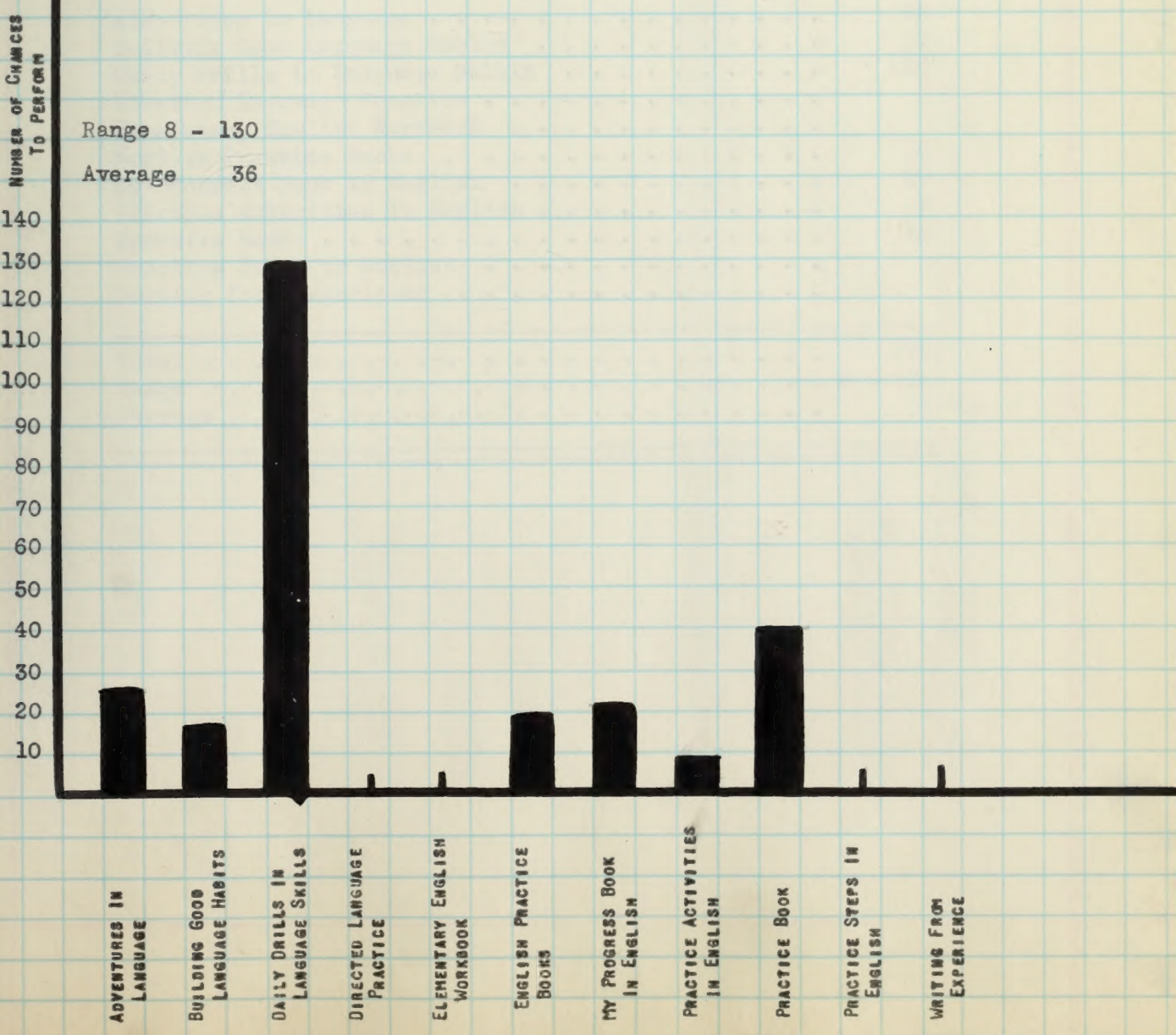

TABLE XXI

NUMBER OF CHANCES TO PERFORM IN

HOMONYM EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	26
Building Good Language Habits	16
Daily Drills in Language Skills	130
Directed Language Practice	
Elementary English Workbook	
English Practice Books	18
My Progress Book in English	20
Practice Activities in English	8
Practice Book	40
Practice Steps in English	
Writing from Experience	
Total	258
Range	8 - 130
Average	36

NUMBER OF OPPORTUNITIES GIVEN IN
ELEVEN WORKBOOKS TO PRACTICE ON
LETTERS

FIGURE 22

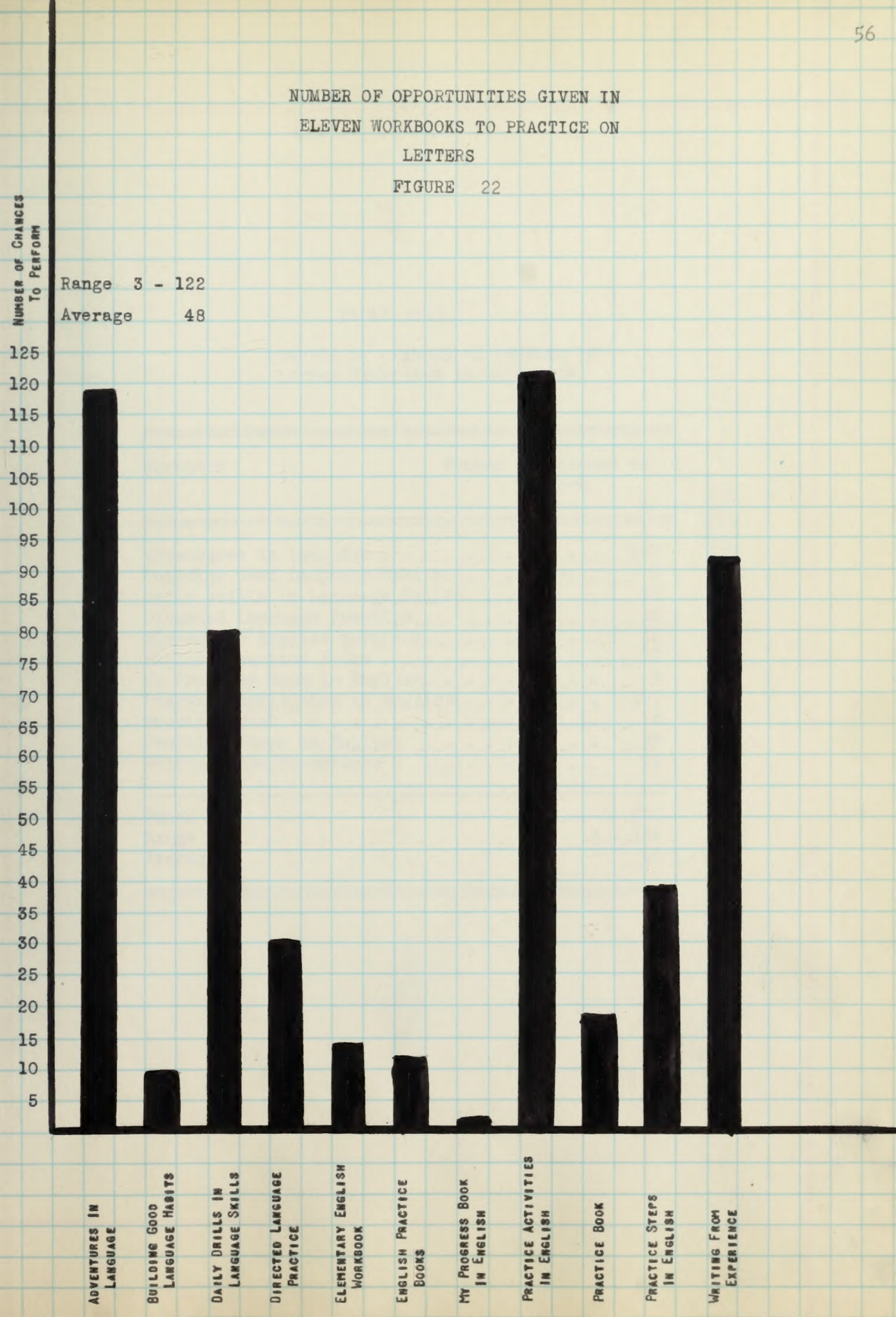

TABLE XXII

NUMBER OF CHANCES TO PERFORM IN LETTER EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	122
Building Good Language Habits.	8
Daily Drills in Language Skills.	80
Directed Language Practice	30
Elementary English Workbook.	14
English Practice Books	12
My Progress Book in English.	3
Practice Activities in English	105
Practice Book	18
Practice Steps in English	39
Writing from Experience	91
Total	522
Range	3 - 122
Average	48

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON NEGATIVES

FIGURE 23

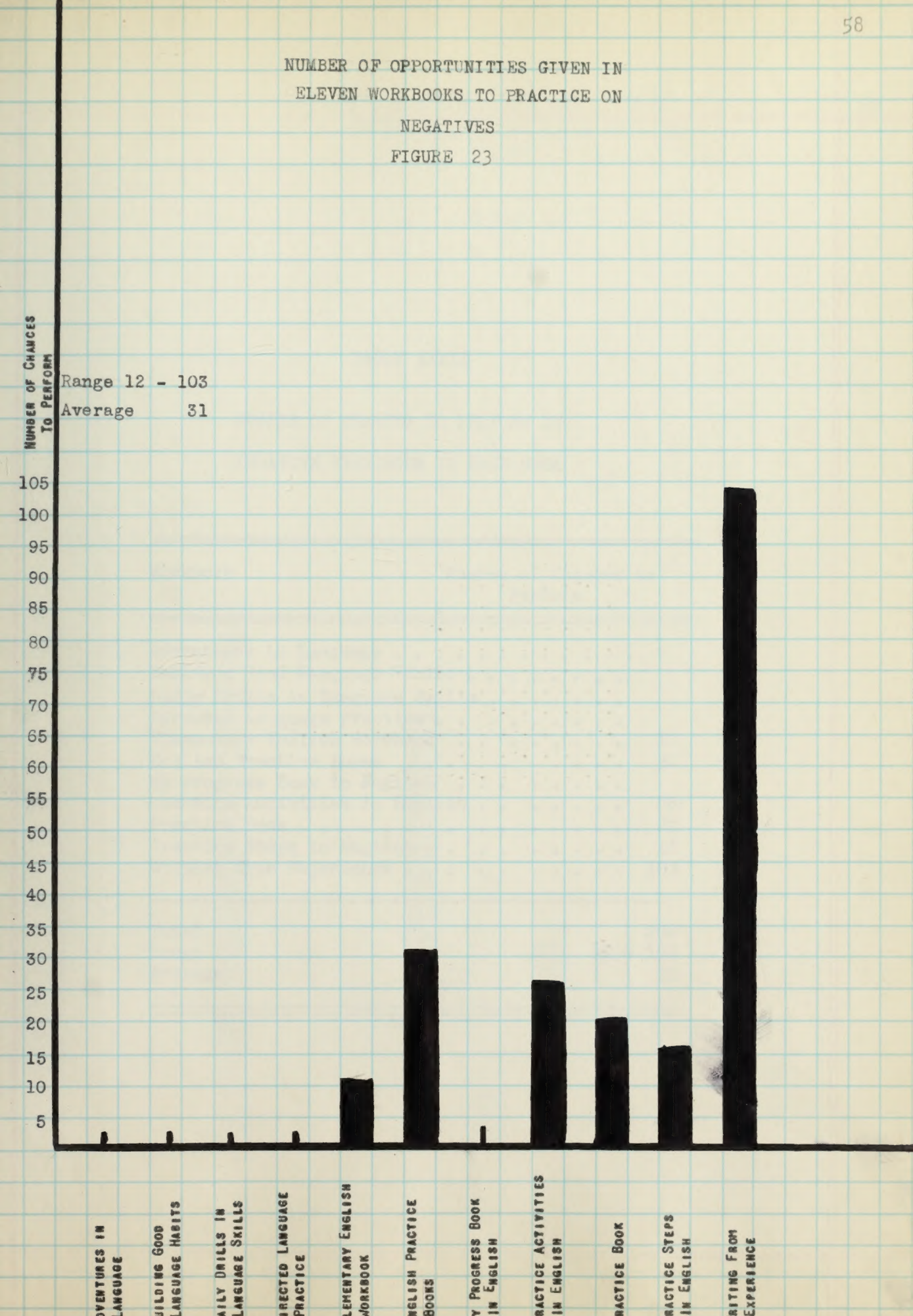

TABLE XXIII

NUMBER OF CHANCES TO PERFORM IN

NEGATIVE EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	
Building Good Language Habits	
Daily Drills in Language Skills	
Directed Language Practice	
Elementary English Workbook	12
English Practice Books	31
My Progress Book in English	
Practice Activities in English	26
Practice Book	20
Practice Steps in English	16
Writing from Experience	103
Total	208
Range	12 - 103
Average	31

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON NOUNS

FIGURE 24

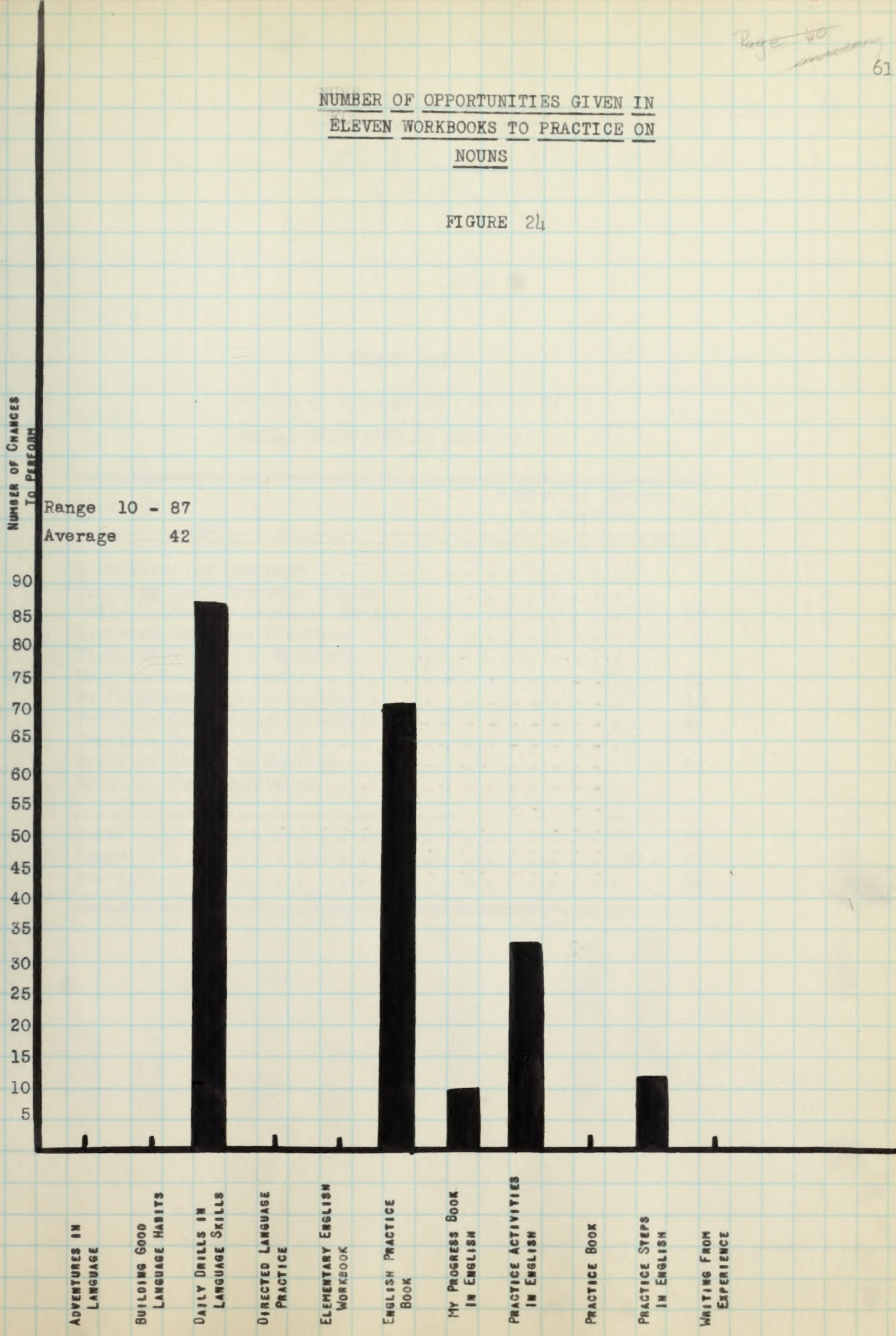

TABLE XXIV

NUMBER OF CHANCES TO PERFORM IN

NOUNAL EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	
Building Good Language Habits	
Daily Drills in Language Skills	87
Directed Language Practice	
Elementary English Workbook	
English Practice Books	71
My Progress Book in English	10
Practice Activities in English	33
Practice Book	
Practice Steps in English	12
Writing from Experience	
Total	163
Range . . . . . .10 -	87
Average	42

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON PARAGRAPHS

FIGURE 25

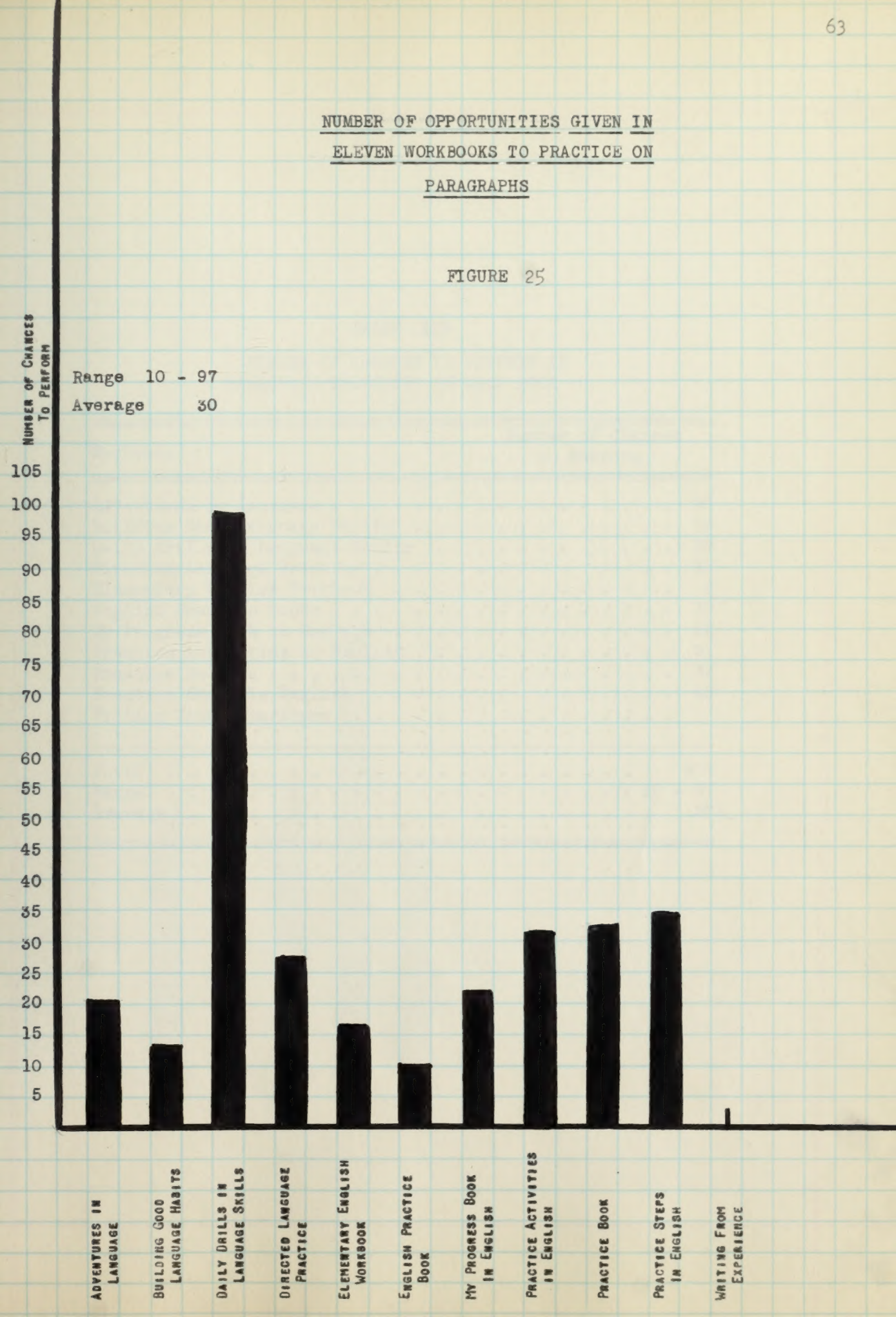

TABLE XXV

NUMBER OF CHANCES TO PERFORM IN
PARAGRAPH EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	20
Building Good Language Habits	13
Daily Drills in Language Skills	97
Directed Language Practice	27
Elementary English Workbook	6
English Practice Books	10
My Progress Book in English	22
Practice Activities in English	31
Practice Book	32
Practice Steps in English	43
Writing from Experience	
Total	301
Range	10 - 97
Average	30

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON PLURALS

FIGURE 26

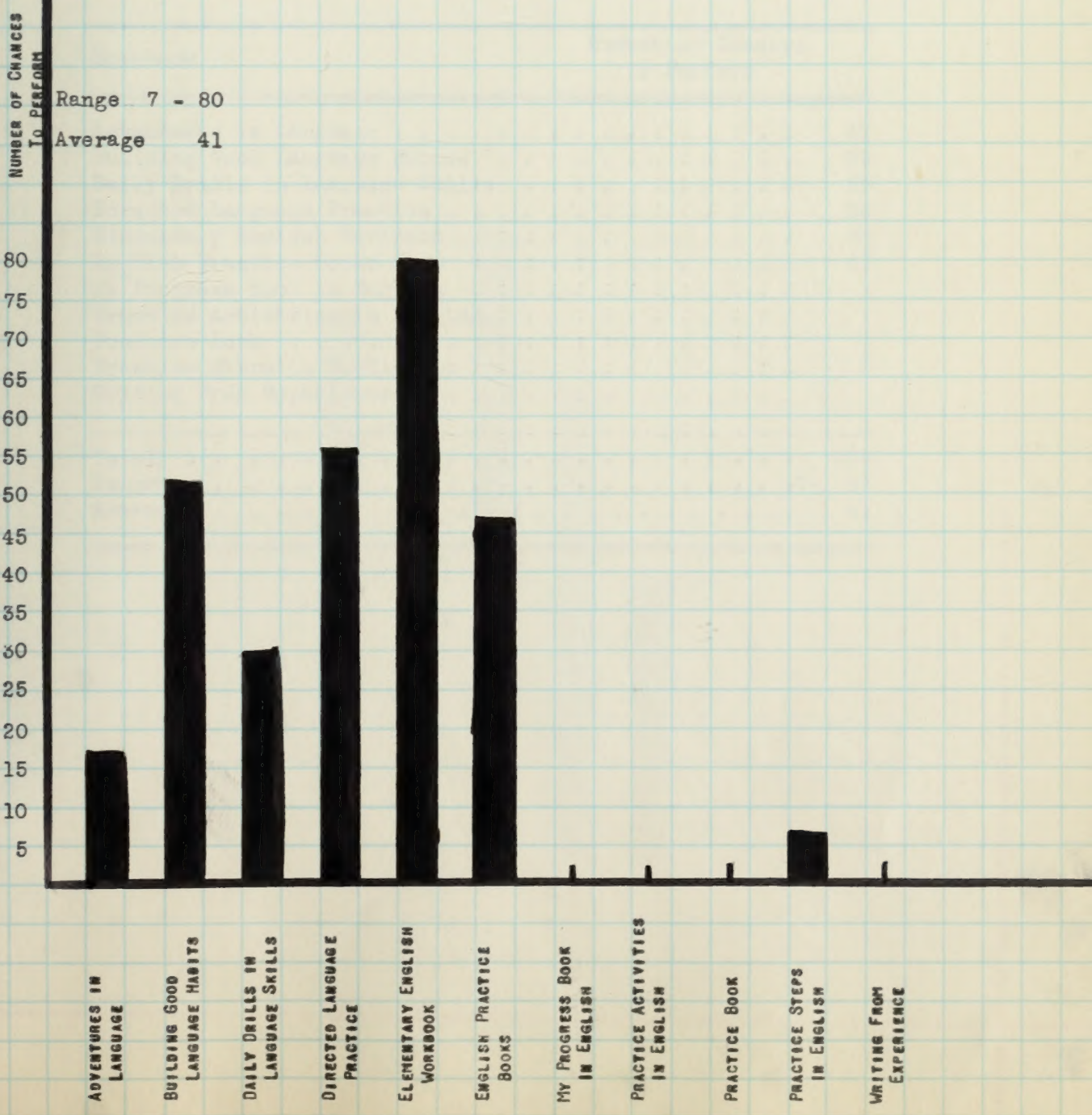

TABLE XXVI

NUMBER OF CHANCES TO PERFORM IN

PLURAL EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	17
Building Good Language Habits	52
Daily Drills in Language Skills	29
Directed Language Practice	56
Elementary English Workbook	80
English Practice Books	47
My Progress Book in English	
Practice Activities in English	
Practice Book	
Practice Steps in English	7
Writing From Experience	
Total	288
Range	7- 80
Average	41

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON POETRY

FIGURE 27

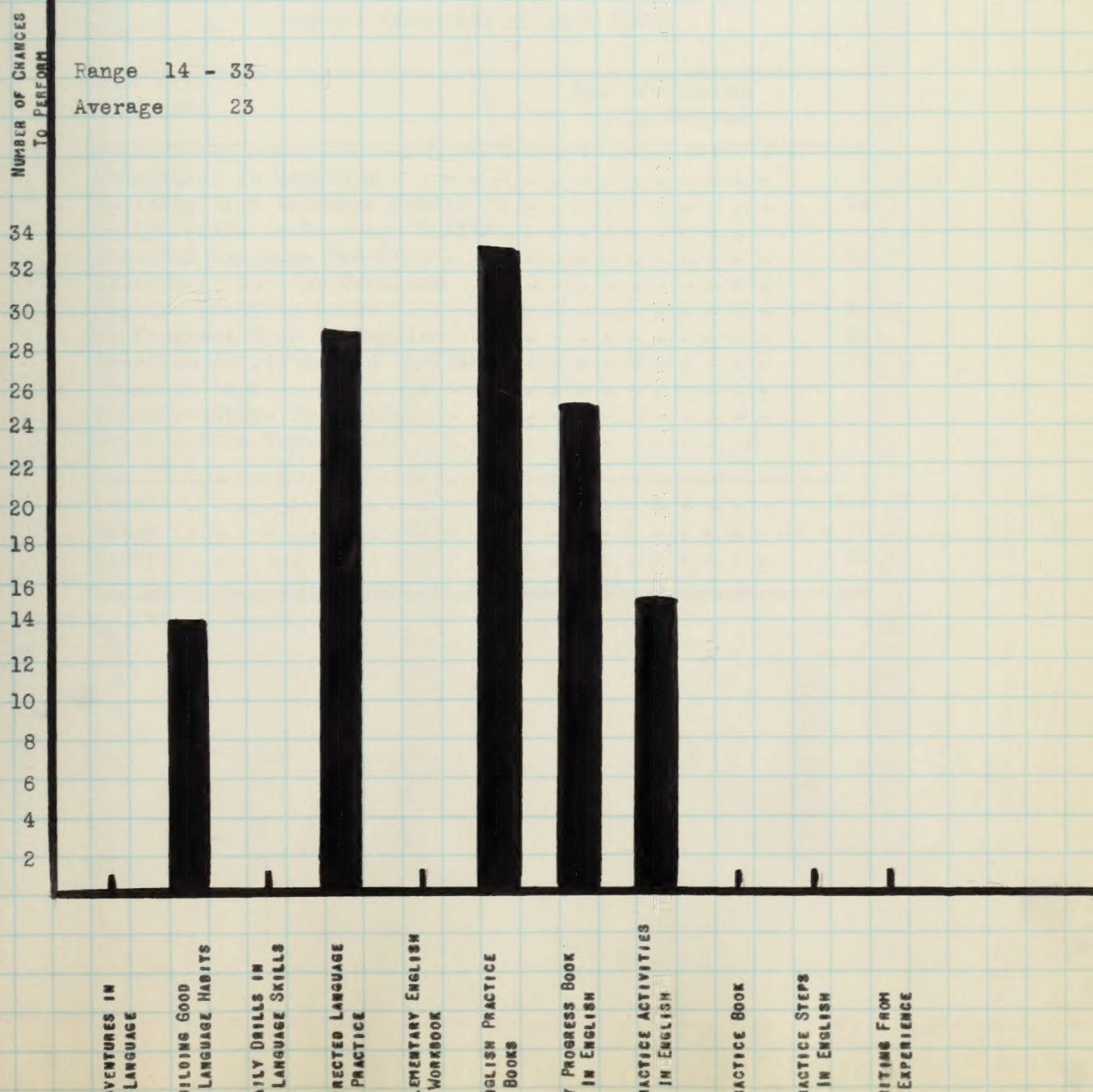

TABLE XXVII

NUMBER OF CHANCES TO PERFORM IN

POETRY EXERCISES IN EACH BOOK

Workbook	No. of Chances to Perform
Adventures in Language	
Building Good Language Habits	14
Daily Drills in Language Skills	
Directed Language Practice	29
Elementary English Workbook	
English Practice Books	33
My Progress Book in English	25
Practice Activities in English	15
Practice Book	
Practice Steps in English	
Writing From Experience	
Total	116
Range	14 - 33
Average	23

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON PRONOUNS

FIGURE 28

Range 8 - 126

Average 53

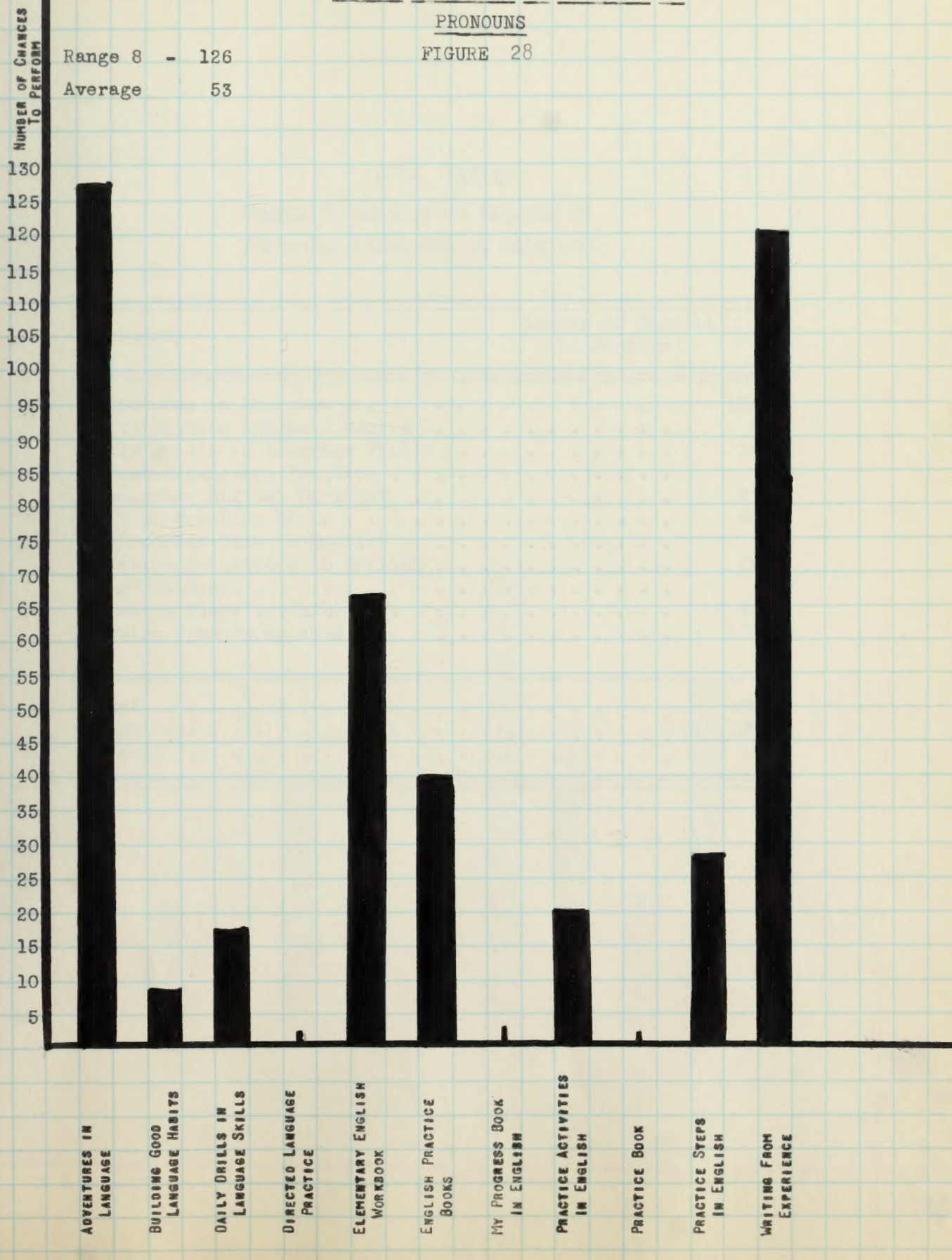

TABLE XXVIII

NUMBER OF CHANCES TO PERFORM IN PRONOUNAL EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	126
Building Good Language Habits	8
Daily Drills in Language Skills	17
Directed Language Practice	
Elementary English Workbook	67
English Practice Books	40
My Progress Book in English	
Practice Activities in English	20
Practice Book	
Practice Steps in English	28
Writing from Experience	120
Total	426
Range	8 - 126
Average	53

TABLE XXVIII

NUMBER OF ORDERS TO PERFORM IN
PROGRESS EXERCISES IN STUDY BOOK

Workbook	Number of Orders to Perform
Adventures in Language	126
Building Good Language Habits	3
Daily Drills in Language Skills	17
Directed Language Practice	
Elementary English Workbook	67
English Practice Books	40
My Progress Book in English	
Practice Activities in English	20
Practice Book	
Practice Steps in English	38
Writing From Dictation	120
Total	428
Range	3 - 120
Average	53

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON PUNCTUATION

FIGURE 29

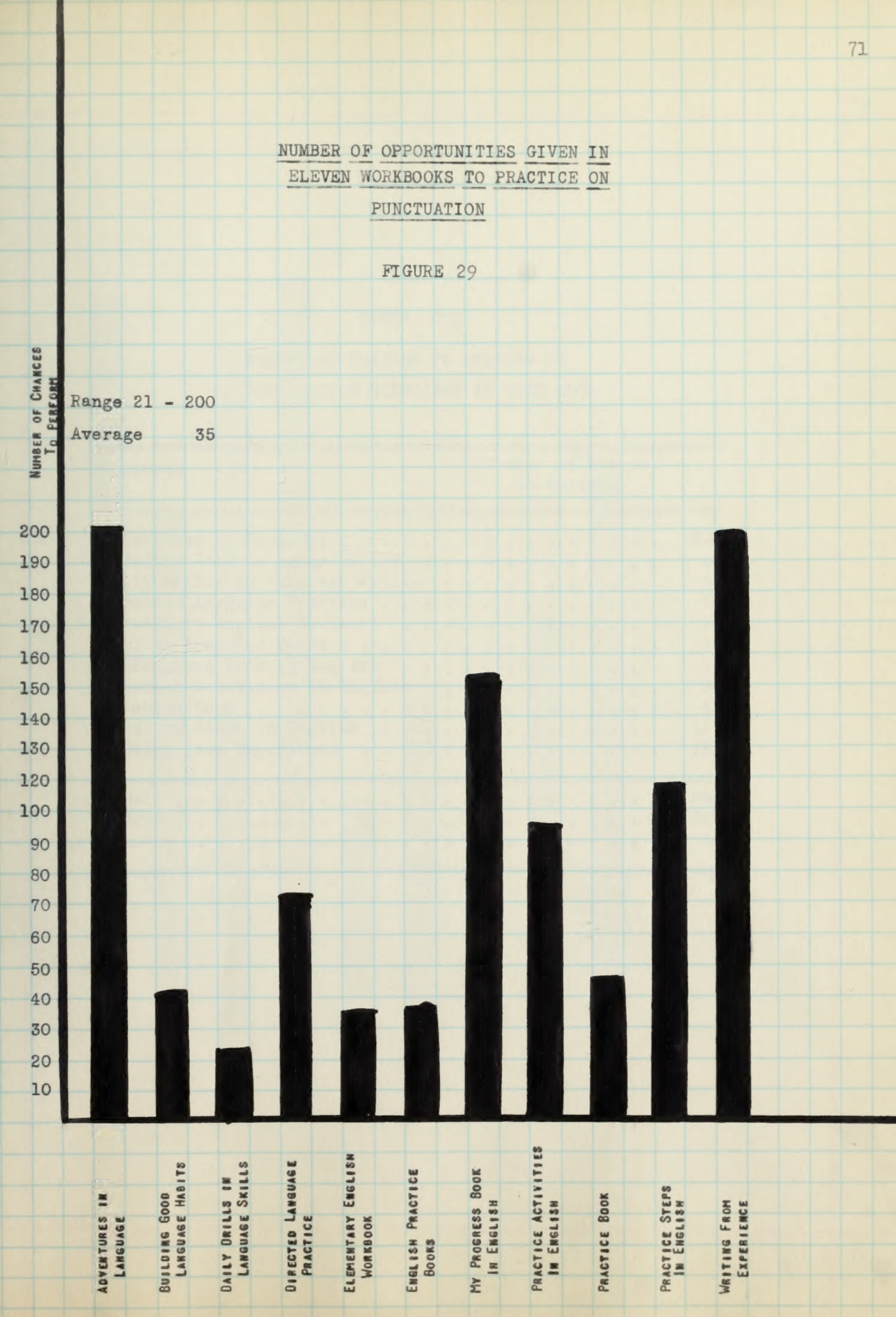

TABLE XXIX

NUMBER OF CHANCES TO PERFORM IN
PUNCTUATION EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	200
Building Good Language Habits	40
Daily Drills in Language Skills	21
Directed Language Practice	71
Elementary English Workbook	34
English Practice Books	35
My Progress Book in English	74
Practice Activities in English	94
Practice Book	45
Practice Steps in English	117
Writing from Experience	182
Total	854
Range	21 -200
Average	35

TABLE XXIX

NUMBER OF ONLOOKS TO PERFORM IN
PRACTICALIZE EXERCISES IN EACH BOOK

Workbook	Number of Onlooks in Percent
Adventures in Language	200
Building Good Language Habits	40
Daily Drills in Language Skills	21
Directed Language Practice	71
Elementary English Workbook	84
English Practice Book	35
My Progress Book in English	74
Practice Activities in English	94
Practice Book	45
Practice Ahead in English	117
Writing from Experience	182
Total	864
Range	21 -200
Average	55

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON QUOTATION MARKS

FIGURE 30

Range 12 - 54

Average 35

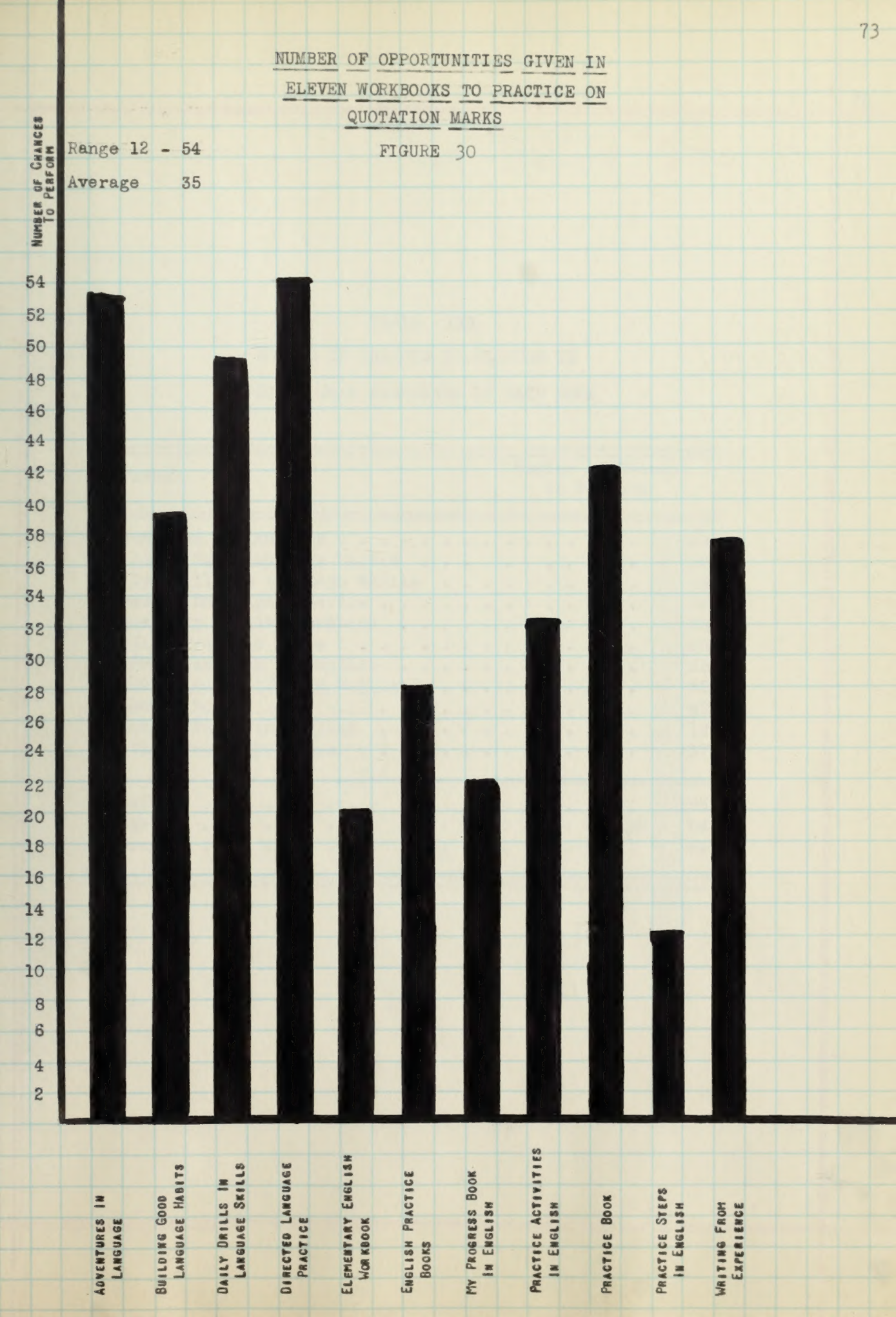

TABLE XXX

NUMBER OF CHANCES TO PERFORM IN

QUOTATION MARK EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	43
Building Good Language Habits	39
Daily Drills in Language Skills	49
Directed Language Practice	54
Elementary English Workbook	20
English Practice Books	28
My Progress Book in English	22
Practice Activities in English	32
Practice Book	42
Practice Steps in English	12
Writing from Experience	37
Total	378
Range	12 - 54
Average	35

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON SENTENCES

FIGURE 31

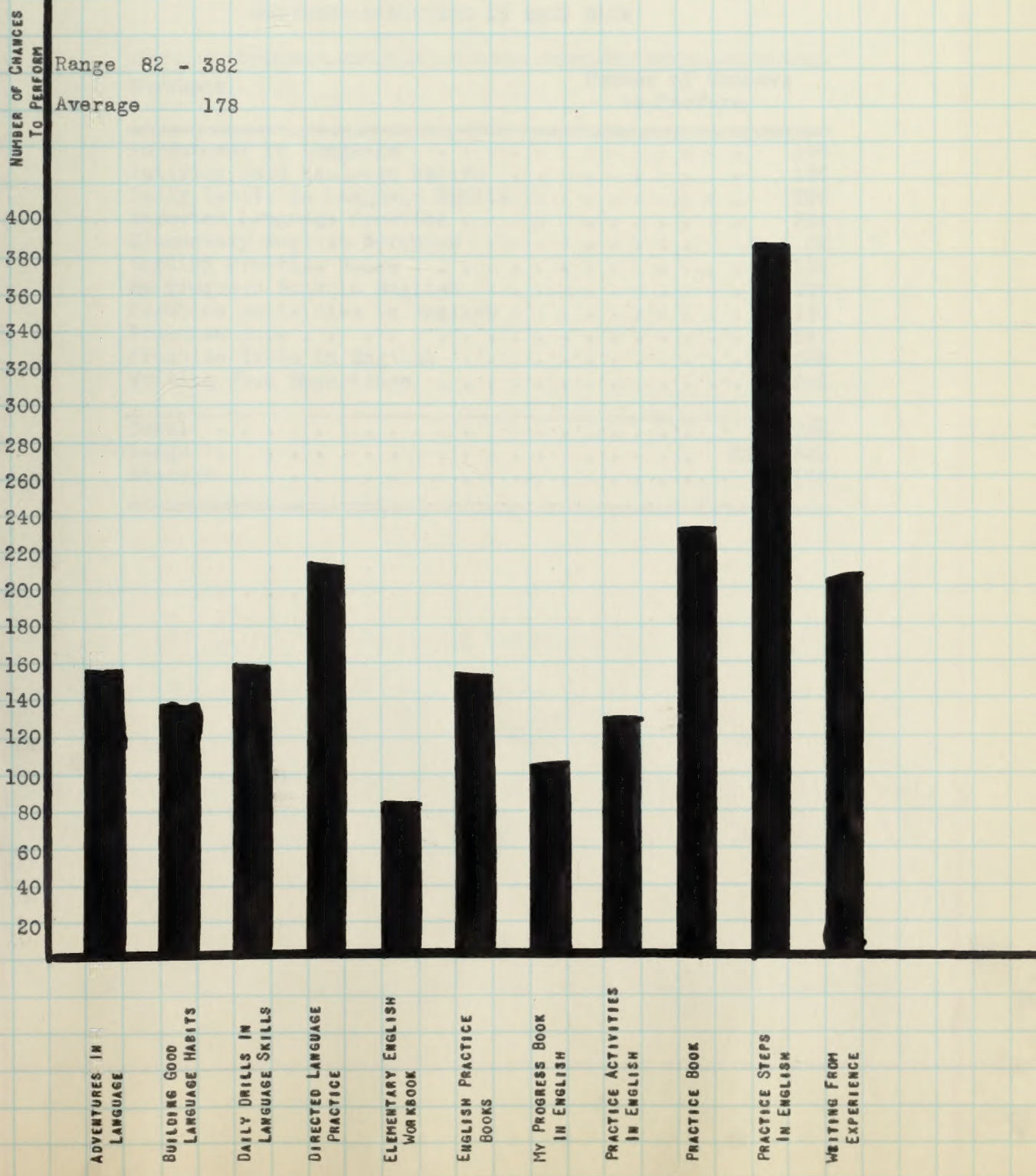

TABLE XXXI

NUMBER OF CHANCES TO PERFORM IN SENTENCE EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	146
Building Good Language Habits	138
Daily Drills in Language Skills	159
Directed Language Practice	213
Elementary English Workbook	82
English Practice Books	156
My Progress Book in English	105
Practice Activities in English	164
Practice Book	237
Practice Steps in English	382
Writing from Experience	204
Total	1996
Range	82 - 382
Average	178

TABLE XXXI

NUMBER OF EXERCISES TO PERFORM IN
EXERCISES ACTIVITIES IN EACH BOOK

Workbook	Number of Exercises to Perform
Adventures in Language	148
Building Good Language Habits	158
Daily Drills in Language Skills	189
Directed Language Practice	219
Elementary English Workbook	88
English Practice Exercises	158
My Progress Book in English	103
Practice Activities in English	164
Practice Book	287
Practice Exercises in English	323
Writing from Experience	204
Total	1993
Range	82 - 323
Average	179

Five books with an average of forty-two and a range of ten to eighty-seven are shown in Figure 24 and Table 24, a treatment of noun study.

Figure 25 and Table 25 all but Writing From Experience in paragraph study. The range is from ten to ninety-seven with an average of thirty chances to perform.

My Progress Book in English, Practice Activities in English, Practice Book, and Writing From Experience omit the study of plurals. Figure 26 and Table 26 gives forty-one as the average and seven to eighty as the range for the books which treat this portion of language study.

Again, only five books study poetry. An average of twenty-three and a range of fourteen to thirty-three chances to perform are displayed in Figure 27 and Table 27.

Figure 28 and Table 28 show that Directed Language Practice, My Progress Book in English, and Practice Book are not represented in the average of fifty-three and the range of eight to one hundred twenty-six in the chances to study pronouns in the fifth grade.

Figure 29 and Table 29 record the eleven books and their chances to study punctuation. An average of ninety and a range of twenty-one to two hundred chances are shown.

The study of quotation marks is undertaken by all books as seen in Figure 30 and Table 30. The range of twelve to fifty-four is one of the most even distribution of chances in all the books. The average is thirty-five.

Sentence study in Figure 31 and Table 31 have a range of eighty-two to three hundred eighty-two and an average of one hundred seventy-eight with all books represented.

Five books with an average of forty-two and a range of ten to eighty-seven are shown in Figure 24 and Table 24, a treatment of noun study.

Figure 25 and Table 25 all but Writing From Experience in paragraph study. The range is from ten to ninety-seven with an average of ninety changes to perform.

My Progress Book in English, Practice Activities in English, Practice Book, and Writing From Experience omit the study of phrases. Figure 26 and Table 26 give forty-one as the average and seven to eighty as the range for the books which treat this portion of language study.

Again, only five books study poetry. An average of twenty-three and a range of fourteen to ninety-three changes to perform are displayed in Figure 27 and Table 27.

Figure 28 and Table 28 show that Directed Language Practice, My Progress Book in English, and Practice Book are not represented in the average of fifty-three and the range of eight to one hundred twenty-six in the changes to study pronouns in the fifth grade.

Figure 29 and Table 29 record the eleven books and their changes to study punctuation. An average of ninety and a range of twenty-one to one hundred changes are shown.

The study of quotation marks is undertaken by all books as seen in Figure 30 and Table 30. The range of twelve to fifty-four is one of the most even distribution of changes in all the books. The average is thirty-five.

Sentence study in Figure 31 and Table 31 have a range of eighty-two to three hundred eighty-two and an average of one hundred seventy-eight with all books represented.

Figure 32 and Table 32 -- synonyms -- gives English Practice Book, Practice Activities in English and Writing From Experience as the only three books giving practice with an average of sixty-nine chances and an average of one hundred forty-four.

From study of Figure 33 and Table 33 we see that Adventure in Language, Directed Language Practice, and Elementary English Workbook do not give study of various topics as the other workbooks do. Their average is forty-four chances with a range of seven to eighty-four.

Figure 34 and Table 34 on verb study give an average of three hundred seventy-one and a range of one hundred twenty-two to one thousand one hundred sixty chances to perform with all eleven books represented.

Figure 32 and Table 32 -- synonyms -- view English Reading Book, Reading Activities in English and Writing Type Experiences as the only three books giving practice with an average of sixty-nine chances and an average of one hundred forty-four.

From study of Figure 33 and Table 33 we see that Adventure in Language, Directed Language Practice, and Elementary English Workbook do not give study on various copies as the other workbooks do. Their average is forty-four chances with a range of seven to eighty-four.

Figure 34 and Table 34 on verb study give an average of three hundred seventy-one and a range of one hundred twenty-two to one thousand one hundred eight chances to perform with all eleven books represented.

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON SYNONYMS

FIGURE 32

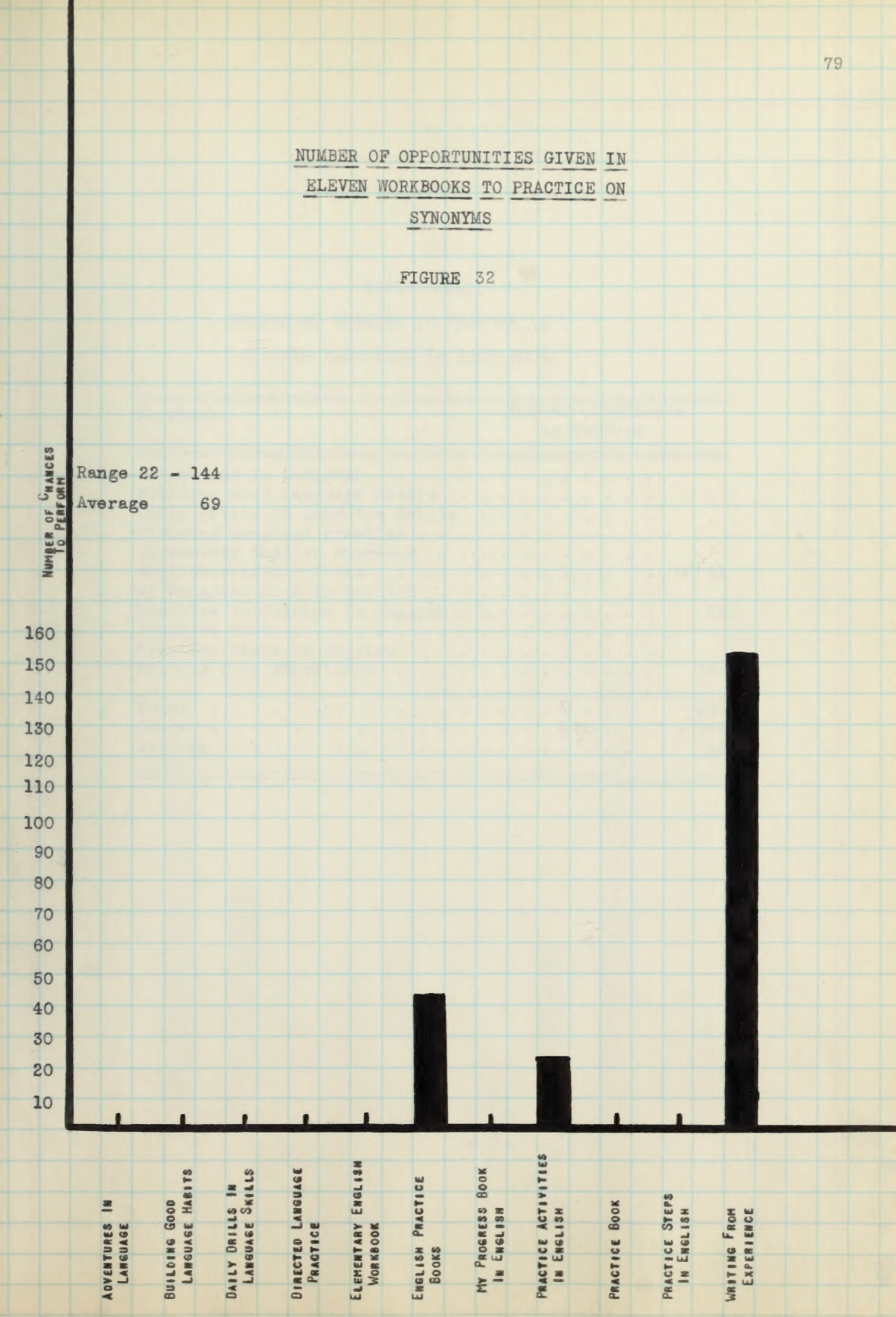

TABLE XXXII

NUMBER OF CHANCES TO PERFORM IN

SYNONYM EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	
Building Good Language Habits	
Daily Drills in Language Skills	
Directed Language Practice	
Elementary English Workbook	
English Practice Books	41
My Progress Book in English	
Practice Activities in English	22
Practice Book	
Practice Steps in English	
Writing from Experience	144
Total	207
Range	22 - 144
Average	69

TABLE XXXII

NUMBER OF CHANCES TO PERFORM IN

STRONGER EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	
Building Good Language Habits	
Daily Drills in Language Skills	
Directed Language Practice	
Elementary English Workbook	
English Practice Books	41
My Progress Book in English	
Practice Activities in English	52
Practice Book	
Practice Steps in English	
Writing from Experience	144
Total	237
Range	52 - 144
Average	47

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON TOPICS

FIGURE 33

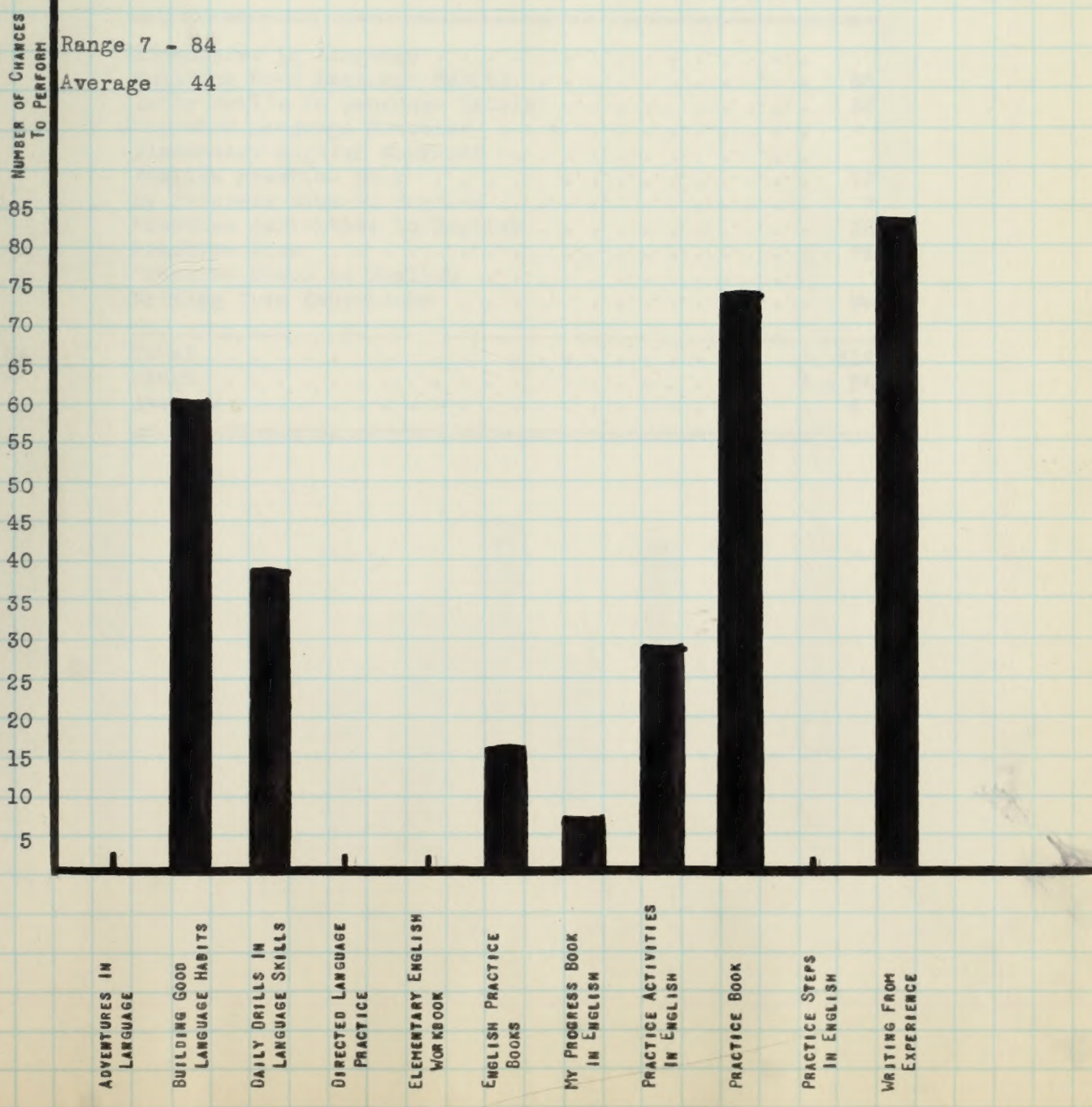

TABLE XXXIII

NUMBER OF CHANCES TO PERFORM IN

TOPIC EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	
Building Good Language Habits	66
Daily Drills in Language Skills	38
Directed Language Practice	
Elementary English Workbook	
English Practice Book	16
My Progress Book in English	7
Practice Activities in English	28
Practice Book	74
Practice Steps in English	
Writing from Experience	84
Total	312
Range	7 - 84
Average	4

TABLE XXXIII

NUMBER OF EXERCISES TO PERFORM IN

TWIN EXERCISES IN EACH BOOK

Workbook	Number of Exercises to Perform
Adventures in Language	
Building Good Language Habits	88
Daily Drills in Language Skills	38
Directed Language Practice	
Elementary English Workbook	
English Practice Book	16
My Progress Book in English	7
Practice Activities in English	28
Practice Book	74
Practice Steps in English	
Writing from Experience	84
Total	312
Range	7 - 88
Average	8

NUMBER OF OPPORTUNITIES GIVEN IN ELEVEN WORKBOOKS TO PRACTICE ON VERBS

Range 122 - 1160

Average 371

FIGURE 34

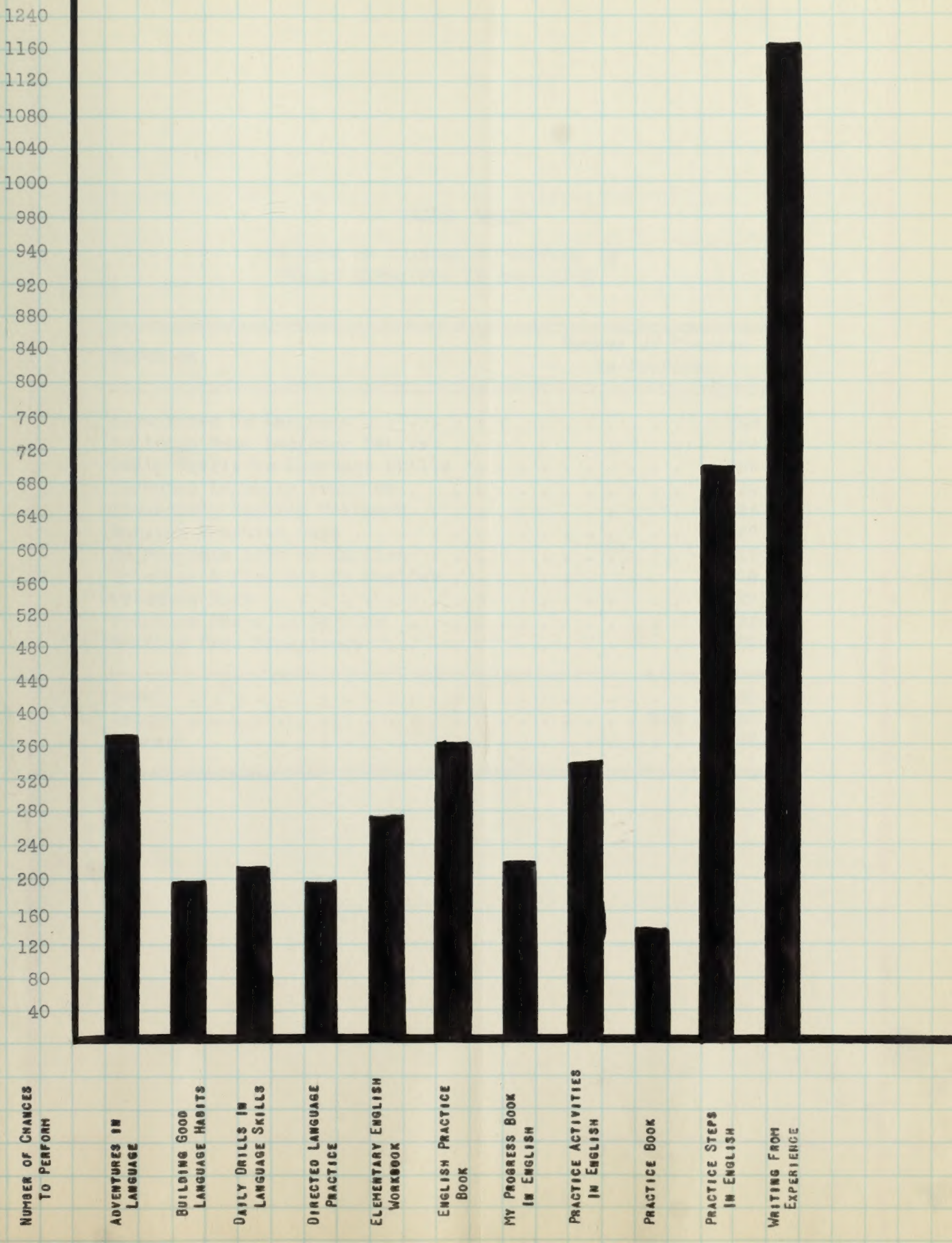

TABLE XXXIV

NUMBER OF CHANCES TO PERFORM IN
VERBAL EXERCISES IN EACH BOOK

Workbook	Number of Chances to Perform
Adventures in Language	369
Building Good Language Habits	184
Daily Drills in Language Skills	199
Directed Language Practice	199
Elementary English Workbook	316
English Practice Book	369
My Progress Book in English	218
Practice Activities in English	418
Practice Book	122
Practice Steps in English	696
Writing from Experience	1160
Total	4250
Range	122 - 1160
Average	371

CHAPTER IV

CONCLUSION OF THE STUDY

As a result of existing differences in English work and text books, the writer decided to analyze eleven fifth grade workbooks in order to determine the difference in the amount of emphasis on each phase of grammar used and also the uniformity of choice of the phases of grammar to be studied.

Research study proved that no work had been done on workbooks in any field. Textbooks were at wide variance in their study of English, both in amount and method.

Each workbook was analyzed, page by page, for content and number of chances to perform in each phase treated. Grammatical catagories were consolidated in feasible groups for comparison. Only the groups which were treated by three or more workbooks were put in graph and table form. Twenty-nine groups were catalogued with twenty-two being reported by graph and table.

There was an average of one thousand seven hundred eight chances to perform in each book. Some authors treated as few as twelve divisions of grammar, while others had as many as twenty-two. The total chances to perform in each book varied from seven hundred fifty-five to one thousand nine hundred forty-two. McKee and McCowen's "Writing From Experience" has the greatest number of chances to perform and Browning and Walsh has the largest number of grammar phases represented in its practice exercises.

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There was an average of one thousand seven hundred eight chances to perform in each book. Some authors treated as few as twelve divisions of grammar, while others had as many as twenty-two. The total chances to perform in each book varied from seven hundred fifty-five to one thousand nine hundred forty-two. Hatze and McGowan's "Writing from Experience" has the greatest number of chances to perform and Growning and Walsh has the largest number of grammar phases represented in the practice exercises.

Due to the wide gulf of agreement between authors in regard to the amount and variety of practice; to the varying needs of sections of our country and to the changing needs of each pupil within the individual schoolroom, it would appear that these tables and graphs should be studied before determining the workbook or books to be used by each teacher for the school year. An examination of the book is useful for some book might be nonusable merely because of the way in which the work is laid out.

The writer recommends for further study; an analysis of the study-type workbook, and comparative studies of the results of the use of text, workbook, and combined study of English.

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